

11+ PRACTICE PACK

11+ for You Test 10

11+ Verbal Reasoning Complete Practice Pack

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11+ For You

Paper 10

Please put your name at the bottom of the page.

This 11+ paper contains 80 questions.

You have 50 minutes to complete the test.

Mark all answers clearly on the answer sheet.

Make sure any mistakes are erased.

In these questions the same letter will fit into both sets of brackets, to end the word in front of the brackets and start the word after the brackets. Find the letter and mark it on the answer sheet.

Example

hors (?) ager
tru (?) nvelope

Answer = e

Question 1

fle (?) eight
de (?) ane

Question 2

perso (?) eutral
flow (?) ewt

Question 3

spel (?) rek
fli (?) erm

Question 4

shav (?) dge
fle (?) stuary

Question 5

plu (?) trut
blis (?) nag

Question 6

gru (?) etray
hu (?) enefit

Question 7

ski (?) roop
lou (?) onor

In these questions, the word in the middle of the second group is made in the **same way** as the word in the middle of the first group. Find the word that is missing in the second group and mark it on the answer sheet.

Example

3 (8) 5 6 (18) 12 9 (?) 6

Answer = 15

Question 8

4 (16) 8 5 (15) 6 9 (?) 4

Question 9

24 (16) 8 37 (24) 13 39 (?) 23

Question 10

14 (40) 6 19 (50) 6 24 (?) 4

Question 11

34 (46) 12 23 (40) 17 34 (?) 18

Question 12

14 (6) 7 20 (15) 4 24 (?) 6

Question 13

62 (15) 32 51 (21) 9 45 (?) 21

Question 14

3 (24) 4 7 (84) 6 8 (?) 5

In these sentences, the word in capitals has had **three** letters next to each other taken out. Find the three letters and put them back into the word without changing their order. The sentence that you make must make sense. Mark the correct three-letter word on the answer sheet.

Example

The boy WED to buy lots of toys.

Answer = ANT (wanted)

Question 15

Money does not always bring HAPESS!

Question 16

The shy boy MUMB his answer in class.

Question 17

We stayed in a lovely COTE in the countryside.

Question 18

The newspaper had a shocking ICLE in it.

Question 19

LISING to music can help you to relax.

Question 20

I can throw the ball FURT that you can.

Question 21

Enjoy your summer VAION in Spain.

Question 22

Next year Joe will be twice as old as Charlotte is now. Charlotte was 8 two years ago. How old was Joe last year?

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The above alphabet is there to help you with these questions. Find the letters that complete each question in the best way and mark the correct answer on the answer sheet.

Example

AB is to CD
As EF is to (??)

Answer = GH

Question 23

LR is to PV
As TN is to (??)

Question 24

SB is to OX
As HA is to (??)

Question 25

YC is to BX
As MF is to (??)

Question 26

QO is to KS
As GY is to (??)

Question 27

JF is to HH
As TX is to (??)

Question 28

AC is to DZ
As EH is to (??)

Question 29

LI is to QF
As WQ is to (??)

In each question, find the missing number that will complete the question correctly and mark it on the answer sheet.

Example

$$12 + 17 = 3 \times 3 + (?)$$

Answer = 20

Question 30

$$24 + 9 + 4 = 17 \times 2 + (?)$$

Question 31

$$9 \times 3 - 8 = 42 \div 2 - (?)$$

Question 32

$$48 \div 8 + 14 = 52 - 27 - (?)$$

Question 33

$$6 \times 6 - 12 = 4 \times 4 + (?)$$

Question 34

$$84 - 16 - 5 = 12 \times 4 + 8 + (?)$$

Question 35

$$24 \div 4 - 5 = 53 - 27 - (?)$$

Question 36

$$18 \times 2 + 8 = 76 \div 2 + 13 - (?)$$

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The above alphabet is there to help you with these questions. Each question has a **different** code. Work out the correct answer and mark it on the answer sheet.

Example

If the code for the word TRAP is USBQ
What is the code for BEAR?

Answer = CFBS

Question 37

If the code for GLOW is EJMU
What is the code for FISH?

Question 38

If the code for FLOWER is JNSYIT
What is the code for PROVEN?

Question 39

If the code for ANGER is DMJDU
What is the word for SQXMH?

Question 40

If the code for HELP is ICOL
What is the word for TJXC ?

Question 41

If the code for SMILE is PJFIB
What is the code for ANGLE?

Question 42

If the code for YOUTH is AMWRJ
What is the word for RJCRG?

Question 43

If the code for SKIN is OHGM
What is the code for JUMP?

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The above alphabet is there to help you with these questions. Find the next letters in the sequence and mark the correct answer on the answer sheet.

Example

FG HI JK LM NO (??)

Answer = PQ

Question 44

OC LA NE KC MG JE (??)

Question 45

SO VR XU AX CA (??)

Question 46

LC JD HB FE DA (??)

Question 47

ZT DV CU GW FV JX (??)

Question 48

AC DH GL JO MQ (??)

Question 49

VB WA YZ BY FX (??)

Question 50

TB QE NF KI HJ EM (??)

In each question, find the next number in the sequence and mark it on the answer sheet.

Example

3 6 9 12 15 (?)

Answer = 18

Question 51

4 16 8 32 16 (?)

Question 52

7 12 16 19 21 (?)

Question 53

89 83 77 71 65 59 (?)

Question 54

5 5 10 15 25 40 (?)

Question 55

24 14 28 18 36 (?)

Question 56

4 8 6 12 10 20 (?)

Question 57

28 14 20 10 16 8 14 (?)

In these questions there are four words. Three of the words have been given a code. The codes are not written in the same order as the words. Work out the correct answers and mark them on the answer sheet.

SHOW SHIP HIPS WISH
9417 1746 7461

Question 58

What is the code for HIPS

Question 59

What is the word for WHIP

Question 60

What is the code for 94161?

SLIP LISP FELT PEST
4378 3748 8946

Question 61

What is the code for PILLS?

Question 62

What is the word for 48936?

Question 63

What is the code for PILES?

Question 64

If September is Q in the alphabet what letter would January be?

In these questions find **one** word from **each** group that makes one correctly spelt word when joined together. The word from the first group always comes first. Mark **both** words on the answer sheet.

Example

(drain youth low)
(fall pipe high)

Answer = drainpipe

Question 65

(fire ink port)
(flew plan fly)

Question 66

(every claw less)
(on off in)

Question 67

(mini tiny micro)
(clip flick phone)

Question 68

(drop food strong)
(cone moor let)

Question 69

(real snip plus)
(mile weigh pet)

Question 70

(is oil use)
(sue sew line)

Question 71

(push dish pass)
(age ate mile)

In these questions you must choose two words from the five words that you think are the odd ones out. Mark your answers on the answer sheet.

Example

arm leg human tongue person

Answer = human person

Question 72

(number couple duet pair pear)

Question 73

(thaw melt defrost freeze ice)

Question 74

(simple difficult basic elementary complex)

Question 75

(trout salmon sparrow cod rook)

Question 76

(throw ditch catch trench channel)

Question 77

(large tiny enormous minute huge)

Question 78

(home mansion residence dwelling flat)

Question 79

(head foot cranium skull bone)

Question 80

Billy goes to swimming training four times a week. Each time he goes he swims 25 lengths. Clare goes swimming three times a week and each time she goes she swims five more lengths than Billy.

Which one of the following statements must be true? Mark your answer on the answer sheet.

- A. Billy is healthier than Clare.
- B. Clare swims further in a week than Billy.
- C. Billy is the best swimmer.
- D. Billy swims further in a week than Clare.
- E. Clare enjoys swimming.

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 10)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

Overview

This is an **11+ Verbal Reasoning Question Booklet (Test 10)** published by **11+ For You**, designed as practice material for children preparing for the **GL Assessment 11+ examination**. The paper contains **80 questions** to be completed in **50 minutes**, providing a comprehensive test of verbal reasoning skills required for secondary school entrance at age 11.

The booklet spans a wide range of verbal reasoning question types, including missing letter problems (where the same letter completes two words), number codes (finding patterns in bracketed numbers), word completion (inserting missing letter groups), alphabet logic (letter position relationships), arithmetic puzzles, letter and number sequences, word codes using letter shifts, compound word formation, odd-one-out identification, and applied reasoning problems. Each question type demands a different analytical skill, from vocabulary and spelling to pattern recognition and logical deduction.

This paper is suitable for Year 6 pupils practising for competitive grammar school entrance tests. It replicates the format and time pressure of actual GL Assessment 11+ exams, making it valuable for building both speed and accuracy. The variety of question types ensures that students develop a broad base of verbal reasoning techniques rather than over-training on any single format.

How this paper is organised

The paper opens with clear rubric instructions reminding candidates to write their name at the bottom of the page, to mark answers clearly on a separate answer sheet, and to erase mistakes carefully. The **80 questions** are distributed across approximately ten distinct question types, each introduced with worked examples that show both the question format and the expected answer style.

Questions 1 to 7 deal with missing letter brackets, questions 8 to 14 involve number codes, questions 15 to 21 require three-letter word completion in sentences, question 22 is a standalone age problem, questions 23 to 29 explore alphabet letter relationships, questions 30 to 36 are arithmetic puzzles, questions 37 to 43 involve letter shift codes, questions 44 to 50 present letter sequences, questions 51 to 57 cover number sequences, questions 58 to 63 decode words using mixed number-letter grids,

question 64 tests month-to-letter alphabet mapping, questions 65 to 71 ask students to form compound words, questions 72 to 79 require identification of two odd words out, and question 80 is a multi-choice logic problem about swimming training.

There is no break in the paper; all sections run consecutively. The candidate must self-regulate pacing across the **50-minute limit**, balancing time spent on easier early questions with the more complex codes and sequences appearing later. No mark allocation per question is given in this booklet, suggesting that all questions carry equal weight or that marking guidance is supplied separately.

Topics covered

- Missing letter brackets where a single letter completes two different words, testing vocabulary breadth and spelling knowledge
- Number codes in brackets, requiring candidates to identify arithmetic relationships (addition, subtraction, multiplication) between flanking numbers
- Three-letter word insertions to complete partially printed words in contextual sentences, emphasising spelling and vocabulary in grammatical context
- Alphabet position logic using letter pairs and coded transformations (shift patterns, reversal, distance calculations)
- Arithmetic equation completion with mixed operations (addition, subtraction, multiplication, division), testing BIDMAS and numerical fluency
- Letter shift codes where each letter in a word is moved a fixed number of places forward or backward in the alphabet
- Letter and number sequence identification, including alternating patterns, Fibonacci-style progressions, and multi-step transformations
- Compound word formation by selecting one word from each of two groups to spell a correctly hyphenated or closed compound
- Odd-one-out tasks requiring semantic reasoning to identify two words that differ in category (e.g. process vs state, animal type, synonyms vs antonyms)
- Applied logic and reasoning problems involving age calculations and multi-step deductions from prose descriptions

How to use this paper for revision

- For missing letter questions (1 to 7), sound out both words aloud before and after the bracket to check that each forms a real word; this prevents careless errors where a plausible letter fits one word but not the other.
- In number code questions (8 to 14), write down the pattern formula after solving the first example (e.g. 'add both outer numbers' or 'multiply left, divide by right') and apply the same rule to the unknown; patterns remain consistent within each question set.
- When inserting three letters into capital words (15 to 21), read the completed sentence in full to confirm it makes grammatical and semantic sense; context clues often narrow down multiple spelling possibilities.
- For alphabet logic (23 to 29), mark the position number of each letter (A=1, Z=26) lightly in pencil above it; calculating differences or shifts numerically is faster and more accurate than counting manually through the alphabet.
- In arithmetic puzzles (30 to 36), work out the left-hand side fully before attempting to match it to the right; rushing to find the missing number without simplifying each side first leads to calculation mistakes.
- Letter shift codes (37 to 43) often use a consistent offset (e.g. each letter shifts forward 2 places); decode the given example fully, then apply the same rule to encode or decode the target word.
- Number and letter sequences (44 to 57) may involve two interleaved patterns; split alternating terms into separate mini-sequences, solve each independently, then recombine to find the missing term.

Common mistakes to avoid

- In missing letter questions, choosing a letter that completes one word perfectly but creates a nonsense string in the other bracket position; always verify both resulting words exist.
- Misreading the arithmetic operation symbols (especially \div and \times) under time pressure, leading to correct calculation of the wrong operation; underline or circle the operator before starting.
- Inserting three letters into a capital word that spell a real word in isolation but produce an ungrammatical or semantically meaningless sentence; the sentence context must make sense, not just the completed word.
- Confusing forward and backward shifts in letter codes, or miscounting alphabet positions when working quickly; double-check the direction of shift by applying it to the example before coding the answer.
- In odd-one-out questions (72 to 79), selecting only one word when the instruction clearly states 'choose two words'; this error costs double marks because the answer requires two selections.
- In compound word formation (65 to 71), marking a pair of words that spell something phonetically plausible but not a recognised compound (e.g. 'firefly' is correct, 'fireplan' is not).

Exam technique

Tackle the paper question by question in order, since the examples at the start of each section provide crucial formatting and approach guidance. Spending an extra 10 seconds to study each worked example carefully saves time later by preventing misunderstandings of what the question type demands. If a question proves difficult after 30 seconds of thought, mark it lightly in the margin and move on; returning to it with fresh perspective after easier questions often makes the pattern obvious.

Allocate roughly 35 to 40 seconds per question to stay on track for the **50-minute time limit**. Faster question types (missing letters, simple sequences) should take 20 to 30 seconds each, banking time for the more complex multi-step codes and logic problems that may need 60 to 90 seconds. Keep a rough count of questions completed at the 25-minute mark; you should be past question 40 to maintain a safe pace.

Use the alphabet line printed at the top of relevant pages as a reference tool, not decoration. For letter position questions, mark the positions of given letters with small pencil dots or numbers; for shift codes, physically count along the printed alphabet with your finger rather than trying to hold positions in memory. In arithmetic questions, write

interim totals in the margin if space allows. Accuracy matters more than speed, since 70 correct answers beat 80 answers with 15 errors. In the final two minutes, if time is tight, prioritise any remaining missing letter or simple sequence questions over complex multi-step codes, as these offer quicker wins.

What to revise alongside this paper

Students should practise additional **GL Assessment style verbal reasoning papers** to build familiarity with the range of question formats and the characteristic phrasing used in instructions. Bond 11+ Verbal Reasoning books and CGP 11+ Verbal Reasoning guides provide similar question banks and are widely used for targeted practice. Working through past papers from other publishers (CEM-style papers, for instance) offers useful variety, though note that CEM exams often blend verbal reasoning with comprehension in a single section, requiring a slightly different time management approach.

Strengthening underlying skills is just as important as drilling question types. Regular reading of varied texts (fiction, non-fiction, newspapers appropriate for age 10 to 11) expands vocabulary and spelling knowledge, directly aiding word completion and missing letter questions. Practising times tables and mental arithmetic to automaticity ensures that arithmetic puzzles (questions 30 to 36) do not slow progress through the paper. Playing word games such as Scrabble, Boggle, or online anagram solvers builds pattern recognition and letter manipulation skills relevant to codes and sequences.

Once comfortable with this level, students aiming for highly selective grammar schools should attempt harder GL papers (those labelled as for older age groups or with extended time limits) and timed mixed-format mocks that simulate full exam conditions. Reviewing mistakes using a mark scheme after each practice paper, noting recurring error types, and creating a personal list of tricky question formats helps convert weaknesses into strengths before the actual test date.

Key terms

Missing letter bracket, Number code, Arithmetic relationship, Letter shift code, Alphabet position, Sequence (number and letter), Compound word, Odd-one-out, Semantic reasoning, Pattern recognition, Interleaved sequence, BIDMAS, Contextual clue, Word completion, Applied logic

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Paper 10 Answers

1	w	41	XKDIB
2	n	42	PLATE
3	t	43	FRKO
4	e	44	LI
5	s	45	FD
6	b	46	BF
7	d	47	IW
8	18	48	PR
9	16	49	KW
10	56	50	BN
11	52	51	64
12	12	52	22
13	12	53	53
14	80	54	65
15	PIN	55	26
16	LED	56	18
17	TAG	57	7
18	ART	58	7461
19	TEN	59	9746
20	HER	60	WISPS
21	CAT	61	87334
22	18	62	SPELT
23	XR	63	87394
24	DW	64	I
25	NU	65	firefly
26	GC	66	lesson
27	RZ	67	microphone
28	HE	68	droplet
29	BN	69	snippet
30	3	70	issue
31	2	71	passage
32	5	72	number pear
33	8	73	ice freeze
34	7	74	difficult complex
35	25	75	sparrow rook
36	7	76	throw catch
37	DGQF	77	tiny minute
38	TTSXIP	78	mansion flat
39	PRUNE	79	foot bone
40	SLUG	80	D

Many thanks using 11+ For You resources. If you require more full papers, worksheets that target specific questions or just 11+ advice please contact us at www.11plustestpapers.co.uk

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 10)

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

How to use this answer key

This mark scheme lists bare answers without reasoning. Before marking, sit with your child and work through each question together, checking the answer only after they have explained their method. **Distinguish between slips (spotting the right pattern but writing the wrong letter) and gaps (not understanding the code or sequence rule).** If the same error recurs across several questions, that signals a concept to revisit, not a careless mistake.

Use the worked examples below for questions where the answer alone does not make the method clear. Verbal reasoning rewards systematic thinking: every letter-shift, number operation and word-break follows a rule. If your child cannot reconstruct why an answer is correct, the mark should prompt further practice on that question type, not simply a tick or cross.

After marking, focus on one or two question types that caused trouble rather than trying to remedy everything at once. Short, targeted practice on a single skill builds confidence faster than lengthy revision of the entire paper.

Score interpretation

This 80-mark paper mixes question types of varying difficulty. **A score of 60+ suggests strong readiness for selective-school verbal reasoning under timed conditions;** the trickiest sequences (Q44–50, Q51–57) and multi-step codes (Q58–63) distinguish the highest scorers. Between 45 and 60 marks indicates solid understanding with room to sharpen pattern recognition and speed; revisit alphabet sequences and missing-number rules, which often yield quick gains.

Below 45 marks usually means one or two question types are not yet secure. Check whether errors cluster in codes, sequences, missing letters or composite words; targeted practice on the weakest area will lift the score more than general revision. Many students find the letter-pair sequences (Q44–50) harder than number sequences, so a lower score on those questions is common and easily addressed.

Remember that verbal reasoning improves with repeated exposure to question formats. A first-attempt score in the 30s or 40s is entirely normal; the same child will often add 15–20 marks after working through three or four similar papers and learning to spot the underlying patterns quickly.

Worked examples

Missing letters, Q1-7

Each missing letter must end one word and start the next. Students lose marks by choosing a letter that fits only one bracket. Always check both words: if 'fle (w) eight' works (flew, weight) but 'de (w) ane' fails, w is wrong. The fastest method is to say both complete words aloud before committing to the answer.

Q1 : w

'fle(w)' becomes *flew* and '(w)eight' becomes *weight*; 'de(w)' becomes *dew* and '(w)ane' becomes *wane* (to decrease). Both pairs are real words, confirming w.

Q5 : s

'plu(s)' gives *plus* and '(s)trut' gives *strut*; 'blis(s)' gives *bliss* and '(s)nag' gives *snag*. Students often try t (*bliss* / *snag* fails), so checking all four words is essential.

Number-in-the-middle, Q8-14

The middle number is calculated from the outer pair using the **same operation in both examples**. Common rules: add, subtract, multiply, or combine operations (e.g. sum then divide). Work out the first example's rule, apply it to the second, then solve for the third. Marks are lost when students guess rather than testing their rule on the complete example.

Q10 : 56

$14 + 6 \times 2 = 40$ (not $14 + 6$ then double; order matters). Similarly, $19 + 6 \times 2 = 50$. So $24 + 4 \times 2 = \mathbf{56}$. Many write 28 by adding first, ignoring the pattern.

Q14 : 80

$3 \times 4 \times 2 = 24$; $7 \times 6 \times 2 = 84$ (not $7 \times 6 = 42$). Therefore $8 \times 5 \times 2 = \mathbf{80}$. The $\times 2$ step is easy to miss, leading to the wrong answer of 40.

Missing three-letter groups, Q15-21

Three consecutive letters have been removed from a word. **Read the sentence aloud with each option inserted** to find the one that makes sense and spells a real word. Most errors come from choosing letters that spell the target word but create nonsense in context (e.g. 'HAPESS' must become 'happiness', so the missing group is PIN, not any three letters from the alphabet).

Q15 : PIN

HA(PIN)ESS = *happiness*. Students sometimes write PEN or PAN; neither produces a real word.

Q20 : HER

FURT becomes FURT(HER) = *further*. The sentence 'I can throw the ball further than you can' confirms the comparative form, not 'far' or 'forth'.

Alphabet letter-pair codes, Q23–29 and Q44–50

Each question follows a pattern: letters may shift forward/backward by a fixed amount, or alternate between two rules. **Write out the alphabet if needed** and mark the positions to see the jumps clearly. For sequences, check whether the first letter and second letter follow separate rules (common in Q44–50). Errors arise from assuming both letters shift by the same amount.

Q27 : RZ

JF → HH: J back 2 = H, F forward 2 = H. So TX → T back 2 = **R**, X forward 2 = **Z**. Many write VZ by moving both letters the same direction.

Q44 : LI

First letters: O, L, N, K, M, J, **L** (–3, +2, –3, +2...). Second letters: C, A, E, C, G, E, **I** (–2, +4, –2, +4...). Two interlocking patterns, not a single rule.

Letter codes for words, Q37–43 and Q58–63

Match each letter in the given word to its code letter, then apply the same substitution to the new word. **If decoding, reverse the rule** (e.g. if each letter shifts +2, shift –2 to decode). For Q58–63, compare the three coded words to find which letters appear in multiple words, locking down their code digits. One or two fixed letters often unlock the rest.

Q39 : PRUNE

ANGER → DMJDU: A→D (+3), N→M (–1), G→J (+3), E→D (–1), R→U (+3). So SQXMH → S–3=**P**, Q+1=**R**, X–3=**U**, M+1=**N**, H–3=**E**.

Q60 : WISPS

SHOW=9417, SHIP=1746, HIPS=7461, WISH=?. H=7, I=4, P=6, S=1 (from HIPS and SHIP). W=9, I=4, S=1, H=7, so WISH=9417. Wait: that is SHOW. WISPS needs five digits; the question asks for a five-letter code. Check: W=9, I=4, S=1, P=6, S=1 → **94161** (misprint in question numbering; Q60 answer is WISPS as a word, not a code).

Number sequences, Q51–57

Look for addition, subtraction, multiplication, division or alternating operations. **Write the difference or ratio between consecutive terms** to spot the rule. Fibonacci-style sequences (each term = sum of previous two) appear often. If no single operation works, check whether odd-position and even-position terms follow separate patterns.

Q54 : 65

5, 5, 10, 15, 25, 40: each term = sum of previous two ($5+5=10$, $5+10=15$, $10+15=25$, $15+25=40$, $25+40=65$). Classic Fibonacci rule.

Q56 : 18

4, 8, 6, 12, 10, 20, ?: double, subtract 2, double, subtract 2... $20 - 2 = 18$. Students who only spot 'double' write 40.

Odd-ones-out, Q72–79

Find the **two words that do not belong to the same category as the other three**. Common traps: one word may have two meanings (e.g. 'flat' as dwelling or as adjective), or two words may be opposites while the rest are synonyms. Always check that the three remaining words genuinely share a tight theme.

Q72 : number pear

Couple, duet, pair all mean 'two'; *number* is any quantity and *pear* is a fruit (homophone of pair). Many children miss the pear/pair trick.

Q76 : throw catch

Ditch, trench, channel are all narrow waterways or excavations. *Throw* and *catch* are actions with a ball, unrelated to landforms.

Next steps

After marking, sit together and ask your child to explain one or two wrong answers in their own words. **If they can articulate the rule but made a slip, move on;** if they cannot explain the pattern, work through three or four similar questions from another paper until the method clicks. Revisit only the weakest question type rather than attempting to fix everything at once.

If the score is above 60, your child is ready for full timed papers under exam conditions. If below 45, spend a week on the question types that caused most difficulty—alphabet codes, number sequences or composite words—before attempting another complete paper. Short, focused practice sessions of 10–15 minutes daily will yield faster progress than occasional marathon revision. Retake this paper in two weeks to measure improvement and rebuild confidence before moving to the next test in the series.

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