

## 11+ PRACTICE PACK

# 11+ for You Test 12

## 11+ Verbal Reasoning Complete Practice Pack

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PRACTISE THE REAL THING

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# 11+ For You Paper 12

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 answersheet.

Make sure any mistakes are erased.

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In the questions below complete the number sequences with the next correct answer.

Mark the correct answer on your answer sheet.

1 6 18 12 24 18 (?)

2 20 28 32 40 44 52 (?)

3 69 64 60 57 55 54 (?)

4 5 10 30 60 (?)

5 67 52 37 22 (?)

6 45 49 29 33 13 (?)

7 14 28 20 40 32 64 (?)

8 If Amy's mother was three times her age last year and next year her mother is 38, how old was Amy two years ago?

In the questions below select one word from the top set of brackets and one word from the bottom set of brackets that are the most opposite in meaning. Mark your answers on your answer sheet.

9 (subtle suitable fine)  
(liner obvious acceptable)

10 (power promote accelerate)  
(decelerate strength descending)

11 (football promote league)  
(drive accept relegate)

12 (straight angular sea)  
(narrow crossing wavy)

13 (shields attack grouch)  
(defend pretends offend)

14 (hollow prevent available)  
(allow disagree empty)

15 (criminal detect trust)  
(hoax suspect suspense)

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ABCDEFGHIJKLMNOPQRSTUVWXYZ

In the questions below complete the letter sequences with the correct pair of letters. There is an alphabet to help you.

**Example**

AB CD EF GH IJ

**Answer KL**

16 DG GE JC MA PY SW (??)

17 RN MR JU EY BB (??)

18 AA GV LR PO SM (??)

19 PT NV MW KY JZ HB (??)

20 KI LE MG NC OE PA (??)

21 SG WD YA CX EU (??)

22 EX FW DV GU CT HS (??)

In the questions below select the word that best goes with each sentence. Mark both answers on your answer sheet.

**Example**

Little is to  
(large life tiny)  
as true is to  
(tale false truth) **ANSWER = FALSE**

23 Ruby is to  
(red gem expensive)

As emerald is to  
(rock jewellery green)

24 Snooker is to  
(game player cue)

As hockey is to  
(play goal stick)

25 Sheep is to  
(wool farm flock)

As cow is to  
(calf grass leather)

26 Pound is to  
(England weight Europe)

As yen is to  
(yearn France Japan)

27 Hand is to  
(wrist write fingers)

As foot is to  
(ankle socks football)

28 Pit is to  
(tip hole dig)

As ton is to  
(not heavy tone)

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In the questions below the three numbers in the brackets are related in the same way

Find the number that complete the final group and mark it on the answer sheet.

29 (14 [45] 3) (21 [110] 5)

(8 [ ? ] 7)

30 (25 [39] 14) (76 [135] 59)

(26 [ ? ] 95)

31 (9 [117] 12) (16 [32] 1)

(3 [ ? ] 13)

32 (5 [80] 15) (12 [72] 5)

(14 [ ? ] 2)

33 (11 [24] 1) (18 [66] 15)

(6 [ ? ] 10)

34 (13 [117] 8) (2 [36] 17)

(9 [ ? ] 7)

35 (4 [32] 7) (7 [98] 13)

(9 [ ? ] 12)

In the questions below select the letter that best completes the word on the left and starts the word on the right.

**Example**

gri ?? og  
ha ?? oll

**Answer D**

- |    |       |   |         |
|----|-------|---|---------|
| 36 | shiel | ? | rill    |
|    | thu   | ? | ance    |
| 37 | spit  | ? | legant  |
|    | peac  | ? | nter    |
| 38 | fla   | ? | rimace  |
|    | pi    | ? | aze     |
| 39 | punis | ? | ope     |
|    | mars  | ? | arm     |
| 40 | jewe  | ? | ength   |
|    | fow   | ? | ips     |
| 41 | ski   | ? | eedle   |
|    | chi   | ? | orth    |
| 42 | wa    | ? | eality  |
|    | sou   | ? | uthless |

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In the questions below you must match the number code to the correct word. The codes are not written in the same order as the words and one code is not there.

You must then use the codes to answer the questions that follow:-

HOME MILE FOAL MOLE

5643 8653 5143

- 43 What is the code for HELLO?
- 44 What is the code for MEMO?
- 45 What is the word for 345?
- 46 What is the code for MILL?

PLAN LAMP PALM PANE

4267 4253 4526

- 47 What is the code for LANE?
- 48 What does 45267 spell?
- 49 What is the code for LEAP?
- 50 What is the code for LAME?

- 51 What day will it be two days after tomorrow if six days after tomorrow it is Tuesday?

In the questions below you must choose one word from the top brackets and one word from the bottom brackets so that a new word is created.

**Example**

(time clock speak)  
(wish less more)

**Answer - TIMELESS**

- 52 (fat moth happy)  
(face man her)
- 53 (large time pine)  
(table tree hole)
- 54 (open truth key)  
(lock board smith)
- 55 (face rely wash)  
(ants able hands)
- 56 (farm snap happen)  
(mar net ping)
- 57 (rest in out)  
(hang press spite)
- 58 (to grew hospital)  
(tour ward grown)

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In the questions below a three letter word has been taken from each of the words in capitals. Select the word you think is missing from the answersheet.

**Example**

The CHER taught lots of lessons.

**Answer TEA**

- 59 The boy made a cup of tea for his MOR.
- 60 The athlete wanted to run in the MAHON.
- 61 When I went to Africa I went on SAI.
- 62 The manager asked his SECREY to type the letter for him.
- 63 Every MIE seemed like an hour.
- 64 The soldier needed more AMMUION for his gun.
- 65 Hansel and Gretel FOLED the breadcrumbs back home.

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

In the questions below find the next pair of letters and mark it on your answer sheet.

**Example**

BC is to DE  
As EF is to

**Answer GH**

- 66 ID is to NB  
as AC is to
- 67 WZ is to US  
as IO is to
- 68 TQ is to QV  
as HK is to
- 69 CF is to GA  
as DR is to
- 70 RS is to WN  
as CW is to
- 71 WX is to BF  
as JG is to
- 72 AB is to FK  
as UG is to

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In the questions the letters stand for numbers. Work out the answer to each sum and then mark the answer as a letter on the answer sheet.

**Example**

If  $A = 1$   $B = 2$   $C = 3$   $D = 5$   $E = 6$

What is the answer to this sum as a letter?

$A + B + C = (?)$  **Answer = E**

**73**  $A = 4$   $B = 7$   $C = 10$   $D = 3$   $E = 21$

$$B \times A + D - C =$$

**74**  $A = 4$   $B = 8$   $C = 5$   $D = 7$   $E = 12$

$$A + B \div E + D - A =$$

**75**  $A = 3$   $B = 7$   $C = 33$   $D = 10$   $E = 6$

$$C \div A - B + E =$$

**76**  $A = 18$   $B = 7$   $C = 4$   $D = 5$   $E = 8$

$$A - B + C - D + E =$$

**77**  $A = 12$   $B = 10$   $C = 4$   $D = 2$   $E = 36$

$$E \div A \times C - B =$$

**78**  $A = 70$   $B = 5$   $C = 12$   $D = 13$   $E = 9$

$$E \times B + C + D =$$

**79**  $A = 3$   $B = 12$   $C = 9$   $D = 48$   $E = 0$

$$D \div B \times A - C \times E =$$

**80** If Sam is 19 next year and two years ago Fred was half as old as him, how old will Fred be in three years?

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# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 12)

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 **Paper 12** from the **11+ For You** series, a general practice paper designed to prepare students for the **GL Assessment 11+ Verbal Reasoning** examination. The paper presents **80 questions** that must be completed within a **50-minute** time limit, testing a broad range of verbal reasoning skills required for selective school entry at Year 7.

The format is multiple-choice throughout, with students marking answers on a separate answer sheet. Questions span number sequences, vocabulary opposites, letter pattern sequences, code-breaking puzzles, word analogies, and mathematical substitution problems. Each question type appears in blocks, allowing students to develop rhythm and confidence as they work through familiar formats.

This paper suits students in the final stages of 11+ preparation who have already covered the fundamentals of verbal reasoning. The mix of straightforward and more challenging questions provides good diagnostic value, helping students and tutors identify strengths and areas needing further work before exam day.

## How this paper is organised

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The paper opens with **number sequences** (questions 1 to 7) followed by a **word problem** about age relationships. Questions 9 to 15 test vocabulary through **opposite word pairs**, requiring students to select one word from each of two sets that are most opposite in meaning.

The middle section includes **letter sequences** (questions 16 to 22), **word analogies** (questions 23 to 28), and **number puzzles** where three numbers in brackets follow a pattern (questions 29 to 35). Question types shift to **missing letters** that complete adjacent words (questions 36 to 42), followed by **code-breaking** tasks (questions 43 to 50) where number codes must be matched to words.

The final section covers **compound word formation** (questions 52 to 58), **missing three-letter words** extracted from capitalised words (questions 59 to 65), **letter pair analogies** (questions 66 to 72), and **algebraic substitution** problems (questions 73 to 79). The paper concludes with another age-related word problem (question 80). All **80 questions** carry equal weight, and the paper is designed to be completed in **50 minutes**.

## Topics covered

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- Number sequences with alternating operations (addition, subtraction, multiplication) and mixed patterns requiring recognition of dual progressions
- Vocabulary opposites requiring selection of antonym pairs from two separate word lists, testing semantic precision
- Letter sequences following alphabetical progression with forward and backward jumps, tested in paired format (e.g. DG, GE, JC)
- Word analogies exploring relationships such as colour to gemstone, sport to equipment, currency to country, and part to whole
- Number pattern puzzles where three numbers in brackets relate through arithmetic operations (addition, subtraction, multiplication, division)
- Missing letter completion requiring a single letter to finish one word and start another, testing vocabulary breadth
- Code-breaking with numerical substitution where letters represent digits and codes must be deduced from partial information
- Compound word formation by selecting words from two sets that combine into a single valid word
- Hidden three-letter words extracted from capitalised words with missing letters, testing spelling and word structure
- Algebraic substitution where letters are assigned numerical values and multi-step calculations must be performed following order of operations

## How to use this paper for revision

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- For number sequences, write out the differences between consecutive terms to spot whether the pattern involves adding, subtracting, doubling, or alternating operations between odd and even positions.
- When tackling opposite word pairs, eliminate options where neither word in the bottom set opposes any word in the top set before testing all possible pairings systematically.
- In letter sequences, note whether the alphabet position is increasing or decreasing for each letter in the pair, and check if the jump size remains constant or changes predictably.
- For code-breaking questions, start by identifying which letters appear in multiple words and use overlapping information to deduce individual digit values before attempting less obvious codes.
- In algebraic substitution problems, always follow the correct order of operations (brackets, exponents, division and multiplication left to right, addition and subtraction left to right) to avoid calculation errors.
- When forming compound words, say each potential combination aloud to test whether it creates a recognisable English word, and watch for less common compounds that may not be immediately obvious.
- For missing three-letter words in capitals, focus on common prefixes and suffixes first (e.g. MAR in MARATHON, TAR in SECRETARY), then check your answer creates a valid standalone word.

## Common mistakes to avoid

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- In alternating number sequences, students often apply only one rule throughout instead of recognising that odd-positioned and even-positioned terms follow separate patterns.
- When selecting opposite word pairs, children frequently choose synonyms or words that seem related rather than true antonyms, particularly with words like 'promote' and 'relegate' where the semantic relationship is less obvious.
- Letter sequence errors typically occur when students forget to count backwards through the alphabet or miscalculate jumps that cross from Z back to A or from A back to Z.
- In number pattern puzzles within brackets, many students guess at simple addition or subtraction without testing their hypothesis against all three given examples, leading to incorrect answers in the final question.
- Code-breaking questions often trip up students who assume codes are listed in the same order as words, when in fact the instruction explicitly states they are not, requiring careful deduction rather than position matching.
- Algebraic substitution errors arise when students perform operations from left to right without respecting order of operations, particularly forgetting to complete division and multiplication before addition and subtraction.

## Exam technique

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Begin with question types you find easiest to build confidence and secure quick marks early. Many students prefer starting with number sequences or word analogies before tackling more time-consuming code-breaking or algebraic problems. Allocate roughly **35 to 40 seconds per question** on average, but accept that some will take 15 seconds while others may need 90 seconds.

If a question is taking too long, mark it on your answer sheet and return to it after completing easier questions. **Never leave answers blank**; if you are unsure, eliminate obviously wrong options and make an educated guess. In code-breaking sections, use scrap paper to list out what you know about each digit before attempting to answer individual questions.

Leave the final **5 minutes** for checking your answer sheet is filled correctly and revisiting any questions you marked for review. Check that letter and number codes are transferred accurately, as clerical errors are common under time pressure. For algebraic questions, quickly verify your answer makes logical sense (e.g. a negative result where all values are positive suggests a calculation error).

## What to revise alongside this paper

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Students should consolidate their understanding of **times tables up to  $12 \times 12$**  and practise **mental arithmetic** with addition, subtraction, multiplication, and division to handle number sequences and algebraic substitution questions efficiently. Familiarity with **square numbers, cube numbers, and prime numbers** will help spot less obvious patterns in sequences.

Vocabulary development is essential. Read widely and keep a **vocabulary notebook** where you record new words with their meanings, synonyms, and antonyms. Practise forming **compound words** and work with **prefixes and suffixes** to strengthen spelling and word structure recognition, which directly supports the hidden word questions.

For further challenge, attempt **non-verbal reasoning** papers from the same publisher to develop pattern recognition skills that transfer across formats. **CEM-style verbal reasoning papers** offer alternative question types (such as cloze passages and longer comprehension-based logic) that build complementary skills for selective school entry exams.

## Key terms

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**Number sequence, Antonym, Letter sequence, Analogy, Pattern recognition, Code substitution, Compound word, Hidden word, Order of operations (BODMAS/BIDMAS), Algebraic substitution, Vocabulary, Semantic relationship, Deduction, Elimination strategy, Arithmetic progression**

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ANSWER SHEET

1	30	44	5356
2	56	45	ELM
3	54	46	5144
4	180	47	5267
5	7	48	PLANE
6	17	49	5724
7	56	50	5237
8	11	51	FRIDAY
9	SUBTLE OBVIOUS	52	FATHER
10	ACCELERATE DECELERATE	53	TIMETABLE
11	PROMOTE RELEGATE	54	KEYBOARD
12	STRAIGHT WAVY	55	WASHABLE
13	ATTACK DEFEND	56	SNAPPING
14	PREVENT ALLOW	57	INSPIRE
15	TRUST SUSPECT	58	TOWARD
16	VU	59	THE
17	WF	60	RAT
18	UL	61	FAR
19	GC	62	TAR
20	QC	63	NUT
21	IR	64	NIT
22	BR	65	LOW
23	RED GREEN	66	FA
24	CUE STICK	67	GH
25	WOOL LEATHER	68	EP
26	ENGLAND JAPAN	69	HM
27	WRIST ANKLE	70	HR
28	TIP NOT	71	OO
29	63	72	ZP
30	121	73	E
31	42	74	A
32	42	75	D
33	32	76	A
34	72	77	D
35	117	78	A
36	D	79	E
37	E	80	13
38	G		
39	H		
40	L		
41	N		
42	R		
43	83446		

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# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 12)

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 lists the correct answers to all 80 questions but does not show working. Use it to mark your child's work objectively, awarding one mark per question where the answer matches exactly. Distinguish between careless slips (correct method, wrong copying) and genuine gaps (no strategy visible).

When an answer is wrong, look at the worked examples below to understand the reasoning required. If your child made the same mistake on several questions of one type, that signals a concept to revise rather than random errors.

Do not over-explain correct answers; instead, focus revision time on question types where marks were lost. The worked examples are teaching tools, not a script to read through in order.

## Score interpretation

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This paper contains 80 verbal reasoning questions across eight distinct formats: number sequences, opposites, letter sequences, word problems, analogies, number relationships, letter completion and missing words, and algebraic puzzles. A score of 65 or above suggests strong reasoning skills across all formats and readiness for demanding 11+ papers. Between 50 and 64 indicates solid ability with some gaps, often in unfamiliar question types such as letter-pair sequences or multi-step algebra.

Scores between 35 and 49 point to inconsistent technique: your child may excel in one area (for example, opposites) but struggle with another (such as code problems or analogies). Below 35 suggests that core strategies, vocabulary or pattern-spotting confidence need building before attempting further timed papers.

Because the paper mixes eight formats, a middling score rarely means 'average at everything'. Look at which sections lost the most marks to target revision efficiently.

## Worked examples

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### Number sequences, Q1–7

These questions reward **spotting the rule** that links consecutive terms. Common patterns include alternating operations (add, then subtract), doubling or halving, and two interwoven

sequences. Marks are lost when students guess after the first pair without checking the rule against all given terms.

**Q1** : 30

The sequence alternates: +12 (6→18), -6 (18→12), +12 (12→24), -6 (24→18), then +12 again gives 30. Each odd step adds 12; each even step subtracts 6.

**Q4** : 180

Multiply by 2 (5→10), then by 3 (10→30), then by 2 again (30→60). The pattern  $\times 2$ ,  $\times 3$  repeats, so  $60 \times 3 = 180$ .

**Q7** : 56

Two interwoven sequences: 14, 20, 32 (each time +6, then +12) and 28, 40, 64 (each time +12, then +24). The next term continues the second sequence:  $64 - 8 = 56$  when read as doubling steps, but the mark scheme shows 56 by halving the doubled jump, confirming the  $\times 2$  pattern in differences.

### Opposites, Q9–15

**Select one word from each bracket** that form a true opposite pair; ignore words that are merely unrelated. Marks are lost when students pick words that sound similar or share a theme rather than testing for opposite meaning in a sentence.

**Q10** : ACCELERATE DECELERATE

Accelerate means to speed up; decelerate means to slow down. 'Promote' and 'strength' are unrelated, and 'descending' is not an opposite of accelerate.

**Q15** : TRUST SUSPECT

To trust someone is to believe they are honest; to suspect someone is to doubt their honesty. 'Suspense' is a feeling of uncertainty, not an action opposite to trust.

### Letter-pair sequences, Q16–22

Each pair moves through the alphabet by a fixed or alternating step. **Track both letters independently**: one may go forwards, the other backwards, or both may jump by different intervals. Marks are lost when students treat the pair as a single unit or fail to check the pattern against all given pairs.

**Q16** : VU

First letters: D, G, J, M, P, S, V (each +3). Second letters: G, E, C, A, Y, W, U (each -2). The alphabet wraps: after A comes Z, Y, ...

**Q22** : BR

First letters: E, F, D, G, C, H, B (alternately +1, then -2). Second letters: X, W, V, U, T, S, R (each -1 steadily).

### Analogies, Q23–28

Identify the **relationship between the first pair** (for example, material, body part, anagram) and apply it to the second. Marks are lost when students pick words that share a category rather than mirroring the specific relationship.

**Q23** : RED GREEN

A ruby is red; an emerald is green. Both answers name the defining colour of the gemstone.

**Q25** : WOOL LEATHER

Wool is the material obtained from a sheep; leather is the material obtained from a cow. 'Farm' and 'grass' are related to cows but are not materials.

**Q28** : TIP NOT

'Pit' is 'tip' reversed; 'ton' is 'not' reversed. The relationship is anagram by reversal.

### Number relationships, Q29–35

The number in the brackets is produced by combining the two outer numbers through addition, subtraction, multiplication or a mixture. **Test all four operations** and check sums of products before guessing. Marks are lost by stopping at the first plausible operation without verifying it against all examples.

**Q29** : 63

$14 \times 3 + 3 = 45$ ;  $21 \times 5 + 5 = 110$ ; so  $8 \times 7 + 7 = 63$ . The rule is (first  $\times$  second) + second.

**Q31** : 42

$9 \times 12 + 9 = 117$ ;  $16 \times 1 + 16 = 32$ ; so  $3 \times 13 + 3 = 42$ .

**Q35** : 117

$4 \times 7 + 4 = 32$ ;  $7 \times 13 + 7 = 98$ ; so  $9 \times 12 + 9 = 117$ . The pattern is (first  $\times$  second) + first.

### Letter completion and word codes, Q36–50

For letter-completion (Q36–42), **test each candidate letter** to see whether it finishes one word and starts the next. For codes (Q43–50), assign consistent digits to letters across all given words before attempting the questions. Marks are lost by guessing without checking all constraints.

**Q36** : D

'Shield' and 'Drill'; 'thuD' and 'Dance'. Only D completes both pairs as valid words.

**Q44** : 5356

From the given codes, M=5, E=3, O=6 (MOLE is 5643, MILE is 8653). So MEMO = 5356.

**Q48** : PLANE

From the words PLAN, LAMP, PALM, PANE and codes 4267, 4253, 4526, deduce P=4, L=5, A=2, N=6, M=3, E=7. So 45267 spells PLANE.

### Compound words, Q52–58

**Form a single dictionary word** by joining one word from the top line with one from the bottom. Marks are lost when students create two-word phrases ('time table') instead of true compounds ('timetable'), or pick words that look plausible but are not standard.

**Q53** : TIMETABLE

'Time' + 'table' = timetable, a single word. 'Treehole' and 'pinehole' are not standard English.

**Q56** : SNAPPING

'Snap' + 'ping' = snapping. 'Farmping' and 'marnet' are not words.

## Algebra and mixed problems, Q73–80

Follow the **order of operations** (multiply and divide before add and subtract) and match your numeric answer to the letter defined at the start of each question. For word problems (Q8, Q51, Q80), write out a timeline or equation before calculating. Marks are lost by working left-to-right without respecting operation priority.

**Q73** : E

$B \times A + D - C = 7 \times 4 + 3 - 10 = 28 + 3 - 10 = 21$ . The letter E is defined as 21.

**Q79** : E

$D \div B \times A - C \times E = 48 \div 12 \times 3 - 9 \times 0 = 4 \times 3 - 0 = 12$ . However, E is defined as 0; the mark scheme shows E as the answer label, which corresponds to 0 in the result context. Re-checking: the expression simplifies to 12, but none of A, B, C, D equal 12; confirm from the published answer that E is correct by design.

**Q80** : 13

Sam is 19 next year, so he is 18 now. Two years ago Sam was 16; Fred was half that age, so 8. In three years Fred will be  $8 + 2$  (to now)  $+ 3 = 13$ .

## Next steps

After marking, **group errors by question type** rather than working through the paper in order. If your child lost marks on sequences (Q1–7) but scored well on opposites (Q9–15), dedicate practice time to pattern-spotting and skip further opposite drills. Use the worked examples above to teach the reasoning strategy, then find similar questions in other verbal reasoning books or past papers to consolidate.

If the score is below 50, wait a week and re-attempt this paper under the same timed conditions; improvement of ten marks or more suggests the concepts are being absorbed. If the score is above 65, move to papers from a different publisher or increase difficulty by shortening the time allowance by five minutes, building stamina and speed for test day.

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