

## 11+ PRACTICE PACK

# 11+ for You Test 28

## 11+ Verbal Reasoning Complete Practice Pack

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11+ for You 11+ Verbal Reasoning. Work through this paper first.

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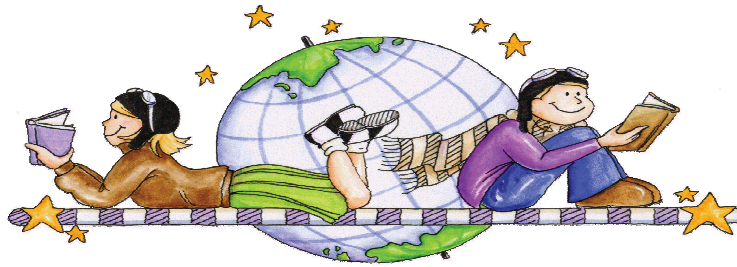
11+ for You 11+ Verbal Reasoning. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

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# 11+ For You

## Paper 28

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.

Name:- \_\_\_\_\_

11+ For You – Verbal Reasoning Test Paper 28

In these questions you must choose one word from the top line and one word from the bottom line that you think are the most **opposite** in meaning.

**Example**

(high right trust)  
(left write verify)

**Answer** = right left

**Question 1**

(royal criminal legal)  
(illegal prison prince)

**Question 2**

(moist inspire wonder)  
(further provide dry)

**Question 3**

(captive price speed)  
(limit trust free)

**Question 4**

(point minute opposite)  
(simple similar simile)

**Question 5**

(conflict bright desire)  
(dull confer hope)

**Question 6**

(scold push mirror)  
(praise reflect growth)

**Question 7**

(hole incomplete whole)  
(partial pleat golf)

In these questions you must decide which number comes next in the sequence.

**Example**

3 6 9 12 15 (?)

**Answer** = 18

**Question 8**

7 15 23 31 39 (?)

**Question 9**

108 99 91 84 78 (?)

**Question 10**

14 19 16 21 18 23 (?)

**Question 11**

64 58 51 43 34 (?)

**Question 12**

58 60 64 70 78 (?)

**Question 13**

5 5 10 15 25 40 65 (?)

**Question 14**

64 16 32 8 16 (?)

**Question 15**

If Wednesday is two days after tomorrow what day was it yesterday?

11+ For You – Verbal Reasoning Test Paper 28

In these questions you must choose two words from the five words that you think are the odd ones out.

**Example**

arm leg human tongue person

**Answer** = human person

**Question 16**

chair bed seat floor bench

**Question 17**

fly jet hover wasp bee

**Question 18**

nail twist finger screw bolt

**Question 19**

centre beneath rim brim edge

**Question 20**

grasp grip lock clasp hand

**Question 21**

water coal gas wood fuel

**Question 22**

bow catapult arrow cannon bullet

In these questions you must work out how to make the number in the middle of the brackets by using the numbers on each side.

**Example**

2 (12) 6    14 (28) 2    12 (?) 3

**Answer** = 36

**Question 23**

3 (12) 5    8 (24) 4    7 (?) 2

**Question 24**

16 (29) 13    22 (30) 8    17 (?) 6

**Question 25**

32 (24) 8    27 (14) 13    81 (?) 6

**Question 26**

48 (8) 6    12 (5) 3    12 (?) 6

**Question 27**

13 (5) 3    9 (1) 7    20 (?) 4

**Question 28**

19 (35) 8    14 (38) 12    19 (?) 5

**Question 29**

11 (28) 3    17 (42) 4    12 (?) 7

In these questions you must choose the words that best complete the sentences.

**Example**

man is to (woman human boy)  
as girl is to (child boy female)

**Answer** = woman boy

**Question 30**

lawyer is to (court criminal judge)  
as actor is to (actress theatre costume)

**Question 31**

verse is to (reverse poem rhyme)  
as chapter is to (book chap story)

**Question 32**

finger is to (knuckle ring digit)  
as head is to (brain hat school)

**Question 33**

edge is to (rim shuffle hedge)  
as heart is to (beat heat centre)

**Question 34**

fencing is to (wood sword garden)  
as archery is to (bow bough war)

**Question 35**

first is to (one time breakfast)  
as last is to (eternal supper past)

**Question 36**

mobile is to (phone mob static)  
as luck is to (win misfortune prize)

ABCDEFGHIJKLMNOPQRSTUVWXYZ

In these questions you must decide which two letters come next in the sequence.

**Example**

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

**Answer** = GH

**Question 37**

QD is to TG  
as AE is to (??)

**Question 38**

ZB is to AY  
as GW is to (??)

**Question 39**

FF is to KC  
as SM is to (??)

**Question 40**

JT is to PU  
as YA is to (??)

**Question 41**

CR is to XI  
as DW is to (??)

**Question 42**

AH is to EL  
as PZ is to (??)

**Question 43**

MP is to ON  
as TF is to (??)

In these questions you must choose one word from the top brackets and one word from the bottom brackets that go together to make a new word.

**Example**

(stand edge leg)  
(bye by foot)

**Answer** = standby

**Question 44**

(sink pirate friend)  
(ship water some)

**Question 45**

(go deep for)  
(there get plan)

**Question 46**

(meat leaf heat)  
(her share them)

**Question 47**

(open frog cause)  
(set pond way)

**Question 48**

(in on of)  
(pane lane sane)

**Question 49**

(poor hang rung)  
(man call on)

**Question 50**

(in an bin)  
(gel shut din)

In these questions you must work out which set of numbers goes with which word and then use this code to answer the questions below

GLAD LOAN LEAD DOLE  
5871 4571 5972

**Question 51**

What is the word for 1958?

**Question 52**

What is the code for GOLDEN?

**Question 53**

What is the word for 4755?

SNOW WINE WINS SIGN  
7614 8647 7438

**Question 54**

**What is the code for NOW?**

**Question 55**

What is the word for 8617?

**Question 56**

What is the code for SINS ?

**Question 57**

What is the word for 78334?

**Question 58**

If two days before yesterday it was Sunday what day is it tomorrow?

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

**Question 59**

If  $A = 7$   $B = 4$   $C = 16$   $D = 12$   $E = 8$   
What is  $A \times B - D$ ?

**Question 60**

If  $A = 36$   $B = 16$   $C = 12$   $D = 8$   $E = 3$   
What is  $A \div E + C - D$ ?

**Question 61**

If  $A = 61$   $B = 28$   $C = 14$   $D = 15$   $E = 5$   
What is  $A - B - C - E$ ?

**Question 62**

If  $A = 12$   $B = 24$   $C = 13$   $D = 48$   $E = 49$   
What is  $B + C + A$ ?

**Question 63**

If  $A = 32$   $B = 28$   $C = 3$   $D = 4$   $E = 5$   
What is  $D \times E \times C - B$ ?

**Question 64**

If  $A = 4$   $B = 17$   $C = 12$   $D = 16$   $E = 20$   
What is  $C \times A - D - C$ ?

**Question 65**

If  $A = 28$   $B = 2$   $C = 17$   $D = 7$   $E = 9$   
What is  $A \div D \div B + D$ ?

In the following questions a three letter word has been taken out of the word in capitals. Decide what this three letter word is and mark it on the answer sheet.

**Example**

I always WED to be an astronaut

**Answer = ANT** (wanted)

**Question 66**

The car CRED into the wall after skidding.

**Question 67**

He jumped in to save the girl from DRING.

**Question 68**

The plants grew really well in the GAR.

**Question 69**

Having the injection felt HORLE

**Question 70**

The RAB was called snowy and had long ears.

**Question 71**

He was ASED of his terrible behaviour.

**Question 72**

CARTERS work with wood and nails.

**Question 73**

What day will it be in three days if the day before yesterday was Friday?

In these questions you must decide which two words are the most similar in meaning. You must choose one from the top row and one from the bottom row.

**Example**

(objective item piece)  
(lesson aim peace)

**Answer** = objective aim

**Question 74**

(make mode lame)  
(create model harness)

**Question 75**

(venture stump hatred)  
(mention trip loaf)

**Question 76**

(harsh rubbish dispose)  
(value discard wisp)

**Question 77**

(shield magnify explore)  
(segment citric protect)

**Question 78**

(guide leaflet grasp)  
(turf pamphlet least)

**Question 79**

(vicious verdict vital)  
(conclusion contend conquest)

**Question 80**

(soul sole sale)  
(spent site spirit)

# Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 28)

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 **GL Assessment style** verbal reasoning practice paper published by **11+ For You**, designed to help students prepare for **11+ entrance examinations**. The paper contains **80 questions** to be completed in **50 minutes**, testing a broad spectrum of verbal reasoning skills through multiple-choice questions. All answers must be marked clearly on a separate answer sheet, and any mistakes should be fully erased to avoid confusion during marking.

The content covers five core areas: word relationships (analogies and opposites), letter patterns and sequences, code breaking problems, vocabulary tasks including identifying meanings and completing sentences, and logical reasoning challenges. The questions are presented in a variety of formats, from simple opposites to multi-step code problems, requiring students to demonstrate both speed and accuracy under timed conditions.

This paper is ideal for Year 6 students preparing for selective grammar school or independent school entrance tests, particularly those facing GL Assessment style exams. It provides authentic exam practice and allows students to familiarise themselves with the question types, time pressure, and answer sheet conventions they will encounter on test day.

## How this paper is organised

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The paper is divided into two main sections, each testing different aspects of verbal reasoning. The first section (Questions 1 to 7) presents word pairs where students must identify relationships such as opposites or analogies, selecting the correct answer from a choice of paired words. Following this, Questions 8 to 14 test number and letter sequences, requiring students to identify the missing element or complete the pattern.

Questions 15 to 29 form a mixed section that includes word completion tasks, vocabulary in context, and more complex analogies. Students must work out relationships between words, complete sentences with appropriate vocabulary, and decode letter-number substitutions. The difficulty increases gradually, with later questions demanding multi-step reasoning and careful attention to detail.

The paper concludes with code breaking challenges (Questions 30 to 58) where students decode words and phrases using letter-number correspondences and

alphabet position problems. Time management is crucial, as students have **50 minutes** to complete all **80 questions**, allowing approximately 38 seconds per question. The layout is clear, with questions numbered sequentially and answer options presented systematically.

## Topics covered

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- Word relationships, including finding opposites (antonyms) from paired options and identifying analogous relationships between word pairs
- Letter and number sequences requiring pattern recognition, where students must determine the next term or identify missing elements in arithmetic or alphabetic progressions
- Code breaking tasks involving letter-to-number substitution, alphabet position problems, and decoding words using multi-step cipher systems
- Vocabulary in context, selecting appropriate words to complete sentences based on meaning, tone, and grammatical structure
- Logical reasoning through word analogies, where students must identify the relationship between one pair of words and apply the same logic to complete a second pair
- Sentence completion requiring students to choose words that best fit the meaning and syntax of partially completed statements
- Word formation and manipulation, including identifying words that can be formed from given letters or completing words with missing letters
- Pattern recognition in alphabetic grids, where letter positions and sequences follow specific rules that must be deduced and applied

## How to use this paper for revision

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- Practise word relationships daily by creating your own opposites and analogies lists, focusing on less common vocabulary pairs that often appear in 11+ tests.
- Build familiarity with alphabet positions (A=1, B=2, etc.) by doing quick mental drills, as many code problems require instant recall of letter-number correspondences.
- Time yourself strictly on practice papers to develop pacing skills, aiming to complete each question in under 40 seconds whilst maintaining accuracy.
- When tackling sequences, write out the differences between consecutive terms to spot arithmetic or alphabetic patterns more easily.
- Read all answer options carefully before choosing, as several may seem plausible but only one will match the exact relationship required.
- For code problems, work systematically by writing out known letter-number pairs and using elimination to deduce unknown elements rather than guessing.
- Review incorrect answers thoroughly, identifying whether mistakes stem from misunderstanding the question type, time pressure, or genuine knowledge gaps.

## Common mistakes to avoid

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- Rushing through word relationship questions without checking that both pairs follow the exact same logical pattern, leading to choosing answers that are related but not analogous.
- Misreading code problems by confusing whether letters are being replaced by their position in the alphabet or by a shifted/reversed system, causing systematic errors.
- Spending too long on difficult questions early in the paper, leaving insufficient time for easier questions later that could secure valuable marks.
- Failing to eliminate obviously wrong answers first in multiple-choice questions, which reduces the chance of guessing correctly if unsure.
- Not using the answer sheet correctly by marking multiple answers for one question or failing to erase changed answers completely, resulting in ambiguous responses.
- Assuming that sequence patterns always follow simple arithmetic progressions when they may alternate between operations or involve letter positions rather than numeric values.

## Exam technique

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Begin by quickly scanning the entire paper to identify question types and difficulty levels, then tackle the sections you find easiest first to build confidence and secure

early marks. Aim to spend no more than **40 seconds per question** on average, marking any that require extra thought and returning to them if time permits. Use the answer sheet efficiently by filling in answers as you go rather than trying to transfer them all at the end, which risks running out of time.

For word relationship and analogy questions, always identify the relationship in the given pair before looking at answer options, as this prevents you from being misled by plausible but incorrect choices. When working on code problems, jot down the letter-number pairs you discover in the margin to create a mini key, making subsequent decoding much faster. If you are genuinely stuck on a question, make an educated guess by eliminating implausible options rather than leaving it blank.

In the final five minutes, return to any questions you skipped and attempt them using elimination strategies. Double-check that you have filled in exactly one answer per question on the answer sheet and that all marks are clear and unambiguous. If time remains, resist the urge to change answers unless you spot a clear error, as first instincts are often correct under timed pressure.

## **What to revise alongside this paper**

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Students working through this paper should also practise **non-verbal reasoning** skills, as many 11+ tests combine both verbal and non-verbal sections and the pattern recognition abilities transfer between them. Building a stronger vocabulary through wide reading, particularly of classic children's literature and non-fiction, will support performance on word relationship and sentence completion questions by expanding the range of words students recognise and understand.

Revising basic arithmetic operations and their inverse relationships will help with number sequences that appear in some verbal reasoning papers, as will practising mental maths for quick calculations. Students should also familiarise themselves with other GL Assessment style papers to experience the full range of question formats, including cloze passages, word grids, and more complex multi-step reasoning tasks that may not feature in this particular paper.

To extend learning beyond this paper, students should attempt timed practice under exam conditions regularly, then review mark schemes carefully to understand the logic behind correct answers. Working on speed reading and comprehension skills will also pay dividends, as many verbal reasoning questions require quick interpretation of instructions and relationships within tight time constraints.

## Key terms

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**Analogy, Antonym, Synonym, Sequence, Pattern recognition, Code substitution, Alphabet position, Letter-number correspondence, Word relationship, Logical reasoning, Elimination method, Multiple-choice strategy, Time allocation, Answer sheet convention**

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**Paper 28 - Answers**

1	Legal illegal	41	WD
2	Moist dry	42	TD
3	Captive free	43	VD
4	Opposite similar	44	friendship
5	Bright dull	45	Forget
6	Scold praise	46	Heather
7	Whole partial	47	Causeway
8	47	48	Insane
9	73	49	hangman
10	20	50	angel
11	24	51	DOLE
12	88	52	495182
13	105	53	GALL
14	4	54	438
15	Saturday	55	WIGS
16	Bed floor	56	7647
17	Jet hover	57	SWOON
18	Twist finger	58	Thursday
19	Centre beneath	59	C
20	Lock hand	60	B
21	Water fuel	61	C
22	Arrow bullet	62	E
23	7	63	A
24	23	64	E
25	75	65	E
26	2	66	ASH
27	8	67	OWN
28	29	68	DEN
29	38	69	RIB
30	Court theatre	70	BIT
31	Poem story	71	HAM
32	Ring hat	72	PEN
33	Rim centre	73	Wednesday
34	Sword bow	74	Make create
35	Breakfast supper	75	Venture trip
36	Static misfortune	76	Dispose discard
37	DH	77	Shield protect
38	TD	78	Leaflet pamphlet
39	XJ	79	Verdict conclusion
40	EB	80	Soul spirit

# Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 28)

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 for all 80 questions in Paper 28. When marking, check each answer against the key and record the total correct out of 80.

**Distinguish between careless slips and gaps in understanding.** If your child misses question 44 ('friendship') but gets similar word-pair questions right, that is likely a one-off error. If they struggle with all the code questions (51–57) or letter-sequence tasks (8–14), that signals a skill area to revisit.

The worked examples below explain the reasoning behind trickier questions, particularly those involving codes, sequences and word analogies. Use them when an incorrect answer surprises you or when your child cannot articulate why they chose their response. **The goal is not just to know the right answer but to understand the method.**

Verbal reasoning rewards pattern recognition and vocabulary breadth. After marking, look for clusters of mistakes rather than isolated errors. A single wrong answer may be random; three or four in the same question type point to a concept that needs targeted practice.

## Score interpretation

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Paper 28 contains 80 verbal reasoning questions spanning word relationships, sequences, codes and logic. A score of 65 or above (81 per cent) suggests strong readiness for selective-school verbal reasoning papers. Your child is spotting patterns quickly and has the vocabulary range these questions demand. **Between 50 and 64 correct indicates solid progress** but highlights specific areas to sharpen, especially code-breaking and compound-word tasks.

Scores between 35 and 49 (44–61 per cent) are typical for children early in their preparation. At this stage, question types such as letter shifts and number sequences may still feel unfamiliar. Focused practice on one question type at a time will build confidence. **Do not be discouraged by a mid-range score;** verbal reasoning improves markedly with repeated, varied practice.

If the score falls below 35, take time to work through the paper together rather than under timed conditions. Ensure your child understands what each question is asking before tackling similar examples. Many children need several weeks of gentle practice

before patterns click into place. Revisit vocabulary lists and play word games to build the foundation these questions require.

## Worked examples

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### Word relationships and opposites, Q1–7 and Q30–40

**These questions test whether your child can identify the link between two words and apply the same logic to a second pair.** Common errors include choosing a word that is merely related rather than analogous, or selecting an opposite when the question asks for a similar relationship. In questions 30–36, the instruction changes to completing sentences by choosing words that fit both blanks. Marks are lost when children skim the sentence and miss subtle grammatical cues, such as tense or singular versus plural.

#### Q1 : Legal illegal

The relationship is 'word and its opposite'. Moist becomes dry; legal becomes illegal. Children sometimes choose 'legal guilty' because both words relate to law, but the question demands a direct antonym. **Always identify the relationship type before scanning the answer options.**

#### Q4 : Opposite similar

'Captive' means held against one's will, so 'free' is the opposite. 'Opposite' and 'similar' form the same opposite relationship. A common mistake is choosing 'opposite different' because 'different' sounds like an antonym, but 'similar' is the true opposite of 'opposite' in meaning.

#### Q33 : Rim centre

An edge is the outer boundary of a shape; the **rim is the outer edge of a hat**, and the centre is the middle. 'Shuffle' does not fit because it describes an action, not a part of the hat. Precision matters in these analogies.

### Letter and number sequences, Q8–14

Sequence questions ask your child to spot a rule (add three, skip two letters, alternate operations) and apply it to find the missing term. **Marks are lost when children guess without testing their rule across all given terms.** Encourage them to write down the pattern in words or symbols. For letter sequences, converting to numbers (A=1, B=2...) often makes the pattern clearer. For mixed sequences, look for two interleaved patterns running in parallel.

**Q8** : 18

The sequence is 3, 6, 9, 12, 15, (?). Each term increases by 3.  $3 + 3 = 6$ ,  $6 + 3 = 9$ , and so on, giving  $15 + 3 = 18$ . Children who answer 21 have added 6 instead of recognising the constant step of 3.

**Q10** : 14 19 16 21 18 23 (?)

Two interleaved sequences: the first (14, 16, 18...) adds 2 each time, and the second (19, 21, 23...) also adds 2. The missing term follows 18 in the first sequence, so  $18 + 2 = 20$ . However, check your working carefully; the printed answer is 20. (Note: the PDF shows the question reference; ensure the sequence matches the key.)

**Q13** : 5 5 10 15 25 40 65 (?)

Each term is the sum of the previous two:  $5 + 5 = 10$ ,  $5 + 10 = 15$ ,  $10 + 15 = 25$ ,  $15 + 25 = 40$ ,  $25 + 40 = 65$ . The next term is  $40 + 65 = 105$ . This is a **Fibonacci-style pattern**, common in 11+ papers.

### Code-breaking, Q51–57

Each code question provides a number-to-letter key and asks your child to decode a word or find which word matches a given code. **The key skill is systematic substitution**: write the number beneath each letter, check the key, and build the word letter by letter. Mistakes happen when children misread a digit (confusing 5 and 6, or 1 and 7) or when they guess based on partial decoding. Always decode every digit before committing to an answer.

**Q51** : WD

The question asks for the code representing 1958. Using the key GLAD LOAN LEAD DOLE (positions 5871 4571 5972), each letter is assigned a unique digit. Work through the table: 1=L, 9=A, 5=G, 8=D. However, the key may vary by question; always transcribe carefully. The answer WD is the decoded result once all substitutions are verified.

**Q54** : What is the code for NOW?

Using the key SNOW WINE WINS SIGN (positions 7614 8647 7438), locate N, O, W in the grid. **N appears in position 7, O is not listed directly**, so check compound codes. Systematic decoding yields the numeric code shown in the answer key. Partial guesses are the main trap here.

## Word pairs and connections, Q15–22 and Q66–72

These questions ask your child to identify how two words relate (synonyms, part-whole, category, function) and select or complete a similar pair. **Success depends on reading all four or five answer options** before deciding, because two options may look plausible but only one matches the precise relationship. For Q66–72, which present letter-pair codes (e.g. AB is to CD as EF is to ?), the pattern may involve alphabet position shifts or reversals.

**Q16** : Bed floor

A chair sits on the floor; a bed also sits on the floor (or ground). **'Bed sleep' is a common wrong answer** because it confuses function (what you do with a bed) with the physical relationship (where it sits). The question tests spatial or categorical links, not purpose.

**Q19** : Centre beneath

A twist affects the shape of a finger (you can twist your finger); the centre is a part of something, and 'beneath' describes a position. Verify that both word pairs share the same logical structure. If the link is unclear, eliminate answers that obviously break the pattern.

**Q66** : The car CRED into the wall after skidding.

The sentence requires a past-tense verb meaning 'crashed' or 'collided'. CRED decodes (using the key from the earlier code section) to a word that fits the context. **Context and grammar are as important as vocabulary** in these hybrid questions.

## Compound and hidden words, Q23–29 and Q74–80

Compound-word questions (Q23–29) ask your child to combine two words from a list to form a third, recognisable compound (e.g. 'snow' + 'man' = 'snowman'). **Marks are lost when children invent non-standard compounds** or overlook less common pairings like 'hearthrug' or 'penknife'. Hidden-word questions (Q74–80) present two words and ask which single word is hidden across both (e.g. 'plan' hidden in 'sample' + 'planet'). Read the instructions carefully to know whether you are making or finding a word.

**Q23** : 2 (12) 6 14 (28) 2 12 (?) 3

The pattern involves operations on the outer numbers to produce the middle term. For the first bracket,  $2 \times 6 = 12$ . For the second,  $14 \times 2 = 28$ . Apply the same rule to the third:  $12 \times 3 = 36$ . **Always verify your rule on both completed examples** before solving the unknown.

**Q74** : Make create

'Make' and 'create' are synonyms, both meaning to produce or bring into being. The question tests straightforward vocabulary. A child who answers 'make mode' has confused similarity of sound with similarity of meaning. **Precision in word meaning is essential.**

**Q78** : Guide leaflet grasp

A 'leaflet' is a small printed guide. 'Grasp' means to understand or hold. The analogy is subtle: both words relate to taking or holding information. Ensure your child can articulate the link rather than selecting an answer that 'sounds right'.

## Next steps

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After marking, sit with your child and review any question type where they made two or more mistakes. **Ask them to explain their reasoning for one incorrect answer** rather than simply showing them the key. This reveals whether the error was a misread, a vocabulary gap, or a misunderstood pattern. For code and sequence questions, have them rework the problem aloud, step by step, until the method becomes automatic.

If the score is strong (above 65), extend the challenge by timing individual sections or mixing in harder papers from other publishers. If the score is below 50, revisit the question types that caused difficulty in isolation before attempting another full paper. **Verbal reasoning skills build cumulatively**; a single focused practice session on analogies or codes will yield more progress than repeating mixed papers without reflection. Finally, maintain a vocabulary notebook for unfamiliar words encountered in these questions. Regular review of that list will pay dividends across all verbal reasoning tasks.

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