

11+ PRACTICE PACK

11+ for You Test 6

11+ Verbal Reasoning Complete Practice Pack

CONTENTS

01 Question Booklet

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

Includes Paper Notes: overview, topics, revision tips, common mistakes.

02 Answers

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.

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11+ For You

Paper 6

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 6

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

swa (?) une
sprou (?) ramp

Question 2

lim (?) imple
dri (?) unish

Question 3

fir (?) otivate
hu (?) anure

Question 4

tras (?) ush
sig (?) umid

Question 5

polit (?) arn
su (?) rror

Question 6

opinio (?) ettle
fer (?) ude

Question 7

tha (?) isp
de (?) eep

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

(raid) (dire) (diet)
(firm) (????) (boer)

Answer = more

Question 8

(find) (fish) (ship)
(dogs) (????) (nest)

Question 9

(rune) (rope) (open)
(true) (????) (rein)

Question 10

(shoe) (horn) (rein)
(oboe) (????) (rain)

Question 11

(bell) (slob) (hobs)
(pier) (????) (barb)

Question 12

(shut) (sham) (mash)
(tour) (????) (pier)

Question 13

(omen) (home) (hums)
(huts) (????) (stun)

Question 14

(bind) (beer) (ever)
(pink) (????) (loan)

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11+ For You – Verbal Reasoning Test Paper 6

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

Don't STGLE just ask for help.

Question 16

You should try to rest to get TER

Question 17

PRICE makes perfect

Question 18

The ATHEE warmed up on the track.

Question 19

Going on holiday can be EXSIVE

Question 20

She felt better after the OPEION

Question 21

The skydiver opened her PARACE

Question 22

If the day after tomorrow is Wednesday, what day was it four days before yesterday?

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

KO is to PL
As JO is to (??)

Question 24

AD is to ZF
As PR is to (??)

Question 25

VB is to YY
As HS is to (??)

Question 26

DN is to HR
As WI is to (??)

Question 27

LI is to OR
As AB is to (??)

Question 28

TD is to WI
As FQ is to (??)

Question 29

SN is to RO
As IH is to (??)

11+ For You – Verbal Reasoning Test Paper 6

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

$$14 \times 2 - 6 = 11 \times 3 - (?)$$

Question 31

$$3 \times 4 + 24 = 3 \times 6 + 15 + (?)$$

Question 32

$$28 \div 4 + 13 = 5 \times 6 + 2 - (?)$$

Question 33

$$3 \times 4 \div 6 = 4 \times 5 \div 2 - (?)$$

Question 34

$$51 + 7 - 12 = 8 \times 4 + (?)$$

Question 35

$$43 - 22 - 6 = 6 \times 7 - 14 - (?)$$

Question 36

$$6 \times 7 \div 2 = 4 \times 6 - (?)$$

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 the word PLANT is RNCPV
What is the code for AHEAD?

Question 38

If the code for the word GROWN is JORTQ
What is the code for SHAME?

Question 39

If the code for the word HOME is IQPI
What is the word for PRHR?

Question 40

If the code for the word SAME is HZNV
What is the word for ZYOV?

Question 41

If the code for the word FREE is CUBH
What is the word ARDV for?

Question 42

If the code for JEWEL is NGAGP
What is the word for TRAIN?

Question 43

If the code for PANSY is OZMRX
What is the word code for GNTRD?

11+ For You – Verbal Reasoning Test Paper 6

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

AD ZF YH XJ WL VN (??)

Question 45

ST PU MW JZ GA (??)

Question 46

KD LB JZ MX IV (??)

Question 47

WS ZV YY BB AE DH (??)

Question 48

FF AH WI TK (??)

Question 49

BG GI KM NO (??)

Question 50

UC VZ TW WT SQ XN (??)

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

12 24 18 36 30 60 (?)

Question 52

87 81 76 72 69 (?)

Question 53

21 7 12 4 9 (?)

Question 54

45 62 79 96 113 130 (?)

Question 55

13 26 29 58 61 (?)

Question 56

94 84 76 70 66 (?)

Question 57

8 8 16 24 40 (?)

11+ For You – Verbal Reasoning Test Paper 6

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.

HOST SHOT THIS SHIP
1524 2154 4162

Question 58

What is the code for THIS?

Question 59

What is the word for 1622?

Question 60

What is the code for TOSH?

SNAG FINS SANG GAIN
8347 7146 6134

Question 61

What is the code for GAIN?

Question 62

What is the word for 81467?

Question 63

What is the code for FANS?

Question 64

If there are 16 balls in a bag and 4 of the balls are not red which of the following must be true:-

- A. All of the balls are different colours.
- B. 4 of the balls are the same colour
- C. Half of the balls are red
- D. A quarter of the balls are not red.
- E. There are red balls in the bag.

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

(just poke loaf)
(frown peace ice)

Question 66

(open crumb slam)
(ring led pour)

Question 67

(back to war)
(kit tore night)

Question 68

(lock drop scrub)
(pang down ping)

Question 69

(trod pen top)
(end den end)

Question 70

(girl per par)
(son vale boy)

Question 71

(hand tin can)
(did suit verse)

11+ For You – Verbal Reasoning Test Paper 6

In these questions, a four-letter word can be found at the **end** of one word and the **beginning** of the next word. Find the two words that contain the hidden word and mark them on the answer sheet.

Example

You really should try much harder

Answer = your (Your really)

Question 72

Reading books together benefits your child.

Question 73

He always drinks medicine very quickly.

Question 74

The pilot spoke to the passengers.

Question 75

The orchestra played difficult music well.

Question 76

Slugs can be a real pain.

Question 77

The big hotel was particularly expensive.

Question 78

Anglers often try to return fish.

Question 79

Expensive styles are not always better.

Question 80

Read the following passage and decide which statement must be true.

Mike, Oli and Simon work in a removals business. Oli and Simon work on Monday but Mike doesn't. Mike works on Saturday and Sunday. Simon and Mike work on Thursday and all three work on Friday. Oli has another job on the weekend so Simon helps Mike.

- A. They all work on Saturday.
- B. There are two people in everyday.
- C. Simon and Mike are best friends.
- D. Oli and Mike work on the weekend.
- E. Simon works on the weekend.

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 6)

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+ For You** verbal reasoning practice paper, designed to help students preparing for **11+ entrance examinations** that use the **GL Assessment** format. The paper contains **80 questions** to be completed in **50 minutes**, testing a wide range of verbal reasoning skills including letter patterns, word codes, missing letters, alphabet sequences, number patterns, and logical reasoning.

The paper is structured as a traditional multiple-choice verbal reasoning test, with questions presented in distinct question types that recur throughout GL Assessment papers. Students encounter bracket completion tasks, word transformation puzzles, missing letter identification, alphabet code problems, number sequences, and compound word formation, alongside logic problems that require careful reading and deduction.

This paper suits students in Year 6 preparing for grammar school or independent school entrance tests, particularly those sitting GL Assessment verbal reasoning papers. It offers authentic practice in managing time pressure across varied question types, building familiarity with the GL style and developing the pattern-spotting and analytical skills essential for success in selective school entrance exams.

How this paper is organised

The paper is organised into **nine distinct question types**, each testing a different verbal reasoning skill. Questions 1 to 7 focus on **bracket completion**, where the same letter ends one word and starts another. Questions 8 to 14 require students to identify how a middle word is formed from surrounding words, then replicate that pattern. Questions 15 to 21 involve **missing three-letter sequences** within words presented in sentence contexts.

The middle section covers **alphabet code relationships** (questions 23 to 29), **numerical equations** requiring missing numbers (questions 30 to 36), and **letter/number code breaking** (questions 37 to 43). The latter portion includes **letter sequence puzzles** (questions 44 to 50), **number sequences** (questions 51 to 57), and mixed-code problems where students must decode words using different cipher rules (questions 58 to 63).

The final section presents **compound word formation** from paired word groups (questions 65 to 71), **hidden four-letter word identification** within sentences (questions 72 to 79), and concludes with two **logic reasoning problems** (questions 64 and 80) that require careful interpretation of given information. The paper maintains brisk pacing throughout, with most question types requiring between 30 and 45 seconds per question to stay on track.

Topics covered

- Bracket completion tasks requiring identification of common letters that complete adjacent words
- Word transformation patterns where middle words are formed from first and third words through letter extraction or rearrangement
- Missing three-letter sequences within words presented in meaningful sentence contexts, requiring vocabulary knowledge
- Alphabet position relationships and sequential letter patterns using forward, backward, and mirrored progressions
- Numerical equation completion requiring accurate order of operations and mental arithmetic under time pressure
- Letter and number substitution ciphers with varying rules, including forward shifts, backward shifts, and alternating patterns
- Alphabet sequence puzzles involving multiple letter pairs with consistent transformation rules
- Number sequences using multiplication, division, addition, subtraction, and mixed operation patterns
- Compound word formation from paired word lists, testing vocabulary and spelling knowledge
- Hidden four-letter word identification spanning word boundaries in continuous sentences
- Logic problems requiring careful reading, information tracking, and elimination of false statements

How to use this paper for revision

- Practise alphabet navigation both forwards and backwards without writing it down, as questions 23 to 29 and 44 to 50 reward instant letter position recall and quick mental counting.
- For word code questions (37 to 43), always compare corresponding letter positions methodically to identify the shift pattern before attempting the answer.
- In missing letter problems (questions 15 to 21), read the complete sentence first to establish context, then test candidate three-letter combinations for sense and spelling accuracy.
- Time yourself strictly on each question type; if stuck after 45 seconds, mark your best guess and move on to avoid losing easy marks later in the paper.
- For hidden word questions (72 to 79), look at every word boundary systematically, checking the last two, three, or four letters of each word against the start of the next.
- Review common letter shift patterns (forward one, backward two, alternating directions) so you recognise cipher types instantly in code-breaking questions.
- In logic problems (questions 64 and 80), underline key facts as you read and test each statement against all given information before selecting your answer.

Common mistakes to avoid

- Rushing bracket completion questions (1 to 7) without checking that the resulting words are spelled correctly and make sense in context, leading to plausible but incorrect letter choices.
- Misreading the direction of alphabet shifts in code questions, applying a forward shift when the pattern actually moves backwards, or vice versa.
- In number sequences (51 to 57), identifying only one operation when the pattern alternates between two distinct rules, such as multiplication then subtraction.
- Selecting compound words (questions 65 to 71) that sound correct but are misspelled, such as choosing 'justice' components that produce 'justise' instead of the correct 'justice'.
- In logic problems, choosing statements that might be true rather than must be true, overlooking the precise wording of the question and selecting possibilities rather than certainties.
- Wasting excessive time on difficult alphabet sequence puzzles and then running out of time on easier question types later in the paper.

Exam technique

Start by working through the paper in order, but keep a strict pace of roughly 35 to 40 seconds per question. In a **50-minute paper with 80 questions**, you have an average of 37 seconds per question, so any question taking over a minute becomes a time liability. Mark difficult questions lightly and return to them if time permits, rather than stalling your progress through accessible marks.

For code-breaking sections (questions 37 to 43, 58 to 63), write out the alphabet if needed, but practise doing so in under 10 seconds to avoid eating into question time. Always identify the cipher rule first by comparing known pairs before attempting to encode or decode the target word. In alphabet sequence questions, look for consistent shifts, reversals, or alternating patterns rather than assuming the most obvious progression.

In the final 10 minutes, prioritise any unanswered questions over checking completed ones, as fresh attempts yield more marks than double-checking. For logic problems like questions 64 and 80, eliminate obviously false statements first, then test remaining options against every piece of given information. If genuinely stuck, guess rather than leave blanks, since there is no negative marking in GL Assessment papers. Keep your answer sheet organised and ensure every response is clearly marked to avoid transcription errors under time pressure.

What to revise alongside this paper

Students should consolidate their **vocabulary breadth**, as questions 15 to 21 and 65 to 71 require instant recognition of correctly spelled English words, including less common compound terms. Revising prefixes, suffixes, and root words helps identify plausible three-letter insertions and assess whether candidate words are genuine. Familiarity with **homophones and near-homophones** prevents errors where a word sounds correct but is spelled differently.

Practise **mental arithmetic fluency**, particularly multiplication tables to 12×12 and division facts, as questions 30 to 36 demand accurate calculation under time pressure with no calculator permitted. Understanding **order of operations (BIDMAS)** is essential to avoid errors when equations mix operations. Work through additional **alphabet code and sequence puzzles** to build automatic recognition of common shift patterns (Caesar ciphers, reverse alphabets, alternating rules).

Beyond this paper, students should attempt **GL Assessment familiarisation materials** to experience the exact digital or paper format used in their target schools. Reviewing **non-verbal reasoning** alongside verbal reasoning develops the broader pattern recognition skills that underpin both disciplines. Reading widely and consistently

strengthens vocabulary and comprehension, providing the linguistic foundation that all verbal reasoning tasks ultimately depend upon.

Key terms

Bracket completion, Letter shift cipher, Alphabet position, Word transformation, Sequence pattern, Hidden word, Compound word, Code substitution, Logic statement, Order of operations, Letter extraction, Sequential progression, Mirrored pattern, Mental arithmetic, Elimination reasoning

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11+ For You – Verbal Reasoning Test Paper 6

Paper 6 Answers

1	t	41	DOGS
2	p	42	XTEKR
3	m	43	HOUSE
4	H	44	UP
5	E	45	DC
6	N	46	NT
7	W	47	CK
8	done	48	RL
9	tree	49	PS
10	born	50	RK
11	bear	51	54
12	trip	52	67
13	shut	53	3
14	plan	54	147
15	RUG	55	122
16	BET	56	64
17	ACT	57	64
18	LET	58	4162
19	PEN	59	HISS
20	RAT	60	4521
21	HUT	61	6134
22	Wednesday	62	FANGS
23	QL	63	8147
24	OT	64	D
25	KP	65	justice
26	AM	66	crumbled
27	ZY	67	tonight
28	IV	68	dropping
29	HI	69	trodden
30	11	70	person
31	3	71	candid
32	12	72	together benefits
33	8	73	He always
34	14	74	pilot spoke
35	13	75	orchestra played
36	3	76	Slugs can
37	CJGCF	77	was particularly
38	VEDJH	78	Anglers often
39	OPEN	79	Expensive styles
40	ABLE	80	E

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Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 6)

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 80 answers across seven distinct question types, from letter insertion to number sequences to hidden words. **Mark each section separately** so you can pinpoint which verbal reasoning skills need more practice. A careless slip (writing 'bear' when you meant 'bare') looks identical to a genuine knowledge gap on paper, so discuss every wrong answer with your child before deciding what to revise.

The worked examples below focus on questions where students often choose a plausible but incorrect answer or miss the underlying pattern. Use them when your child cannot see why their response was wrong, not as a substitute for independent problem-solving.

If a question type caused repeated mistakes, work through similar examples from other 11+ For You papers or Bond/GL practice books. Verbal reasoning improves fastest when children understand **why** a rule works, rather than memorising answers.

Score interpretation

A score of 65 or above (roughly 80%) shows strong command of the core verbal reasoning question types tested here: letter insertion, word chains, missing letters, alphabet sequences, number sequences, codes and hidden words. Children scoring at this level typically need only light revision and timed practice to maintain confidence.

Scores between 50 and 64 suggest solid foundations with gaps in one or two sections. Check the mark scheme by question type: a child who drops six marks in the alphabet-sequence block (Q23–29, Q44–50) but scores full marks elsewhere has a specific learning need, not a general weakness. Focused practice on that question type will yield quick gains.

Below 50 indicates that several question types remain unfamiliar or that time pressure led to rushed errors. Review the paper untimed first, allowing your child to articulate their reasoning for three or four questions in each section. Once accuracy improves, reintroduce the 50-minute limit. Verbal reasoning is unusually coachable; **pattern recognition improves rapidly** with consistent, varied practice.

Worked examples

Letter insertion, Q1–7

Both pairs must work for the answer to be valid. A letter that completes one word-pair but produces nonsense in the other is wrong, even if it looks plausible at first glance. Students lose marks by testing only the first bracket or by choosing a letter that forms a real word after the bracket but not before it. Always write out both complete words to check.

Q4 : H

tras(H)ush gives 'trash' and 'hush'; sig(H)umid gives 'sigh' and 'humid'. The letter must end 'tras' *and* start 'ush' in the first pair, *and* end 'sig' and start 'umid' in the second. Only H satisfies all four constraints. Testing 'T' would give 'trast' (not a word) and fail immediately.

Q6 : N

opinio(N)ettle produces 'opinion' and 'nettle'; fer(N)ude produces 'fern' and 'nude'. A common error is choosing 'S' because 'opinions' is a familiar word, but 'settle' would require two letters (S and E). The question asks for **one letter only**, so 'N' is the only valid answer.

Word chains, Q8–14

The hidden word in the second group is formed by the same method as the middle word in the first group. **Decode the first group's pattern before attempting the second.** Typical methods include taking alternating letters, overlapping the outer words, or rearranging shared letters. Students who guess without analysing the example waste time on implausible answers.

Q9 : tree

(rune) (rope) (open): the middle word 'rope' takes RO from 'rune' and PE from 'open'. Applying the same rule to (true) (????) (rein) gives TR from 'true' and EE from 'rein', forming 'tree'. The method is **first two letters of the left word, last two of the right word.**

Q12 : trip

(shut) (sham) (mash): 'sham' consists of SH (from 'shut') + AM (from 'mash'). For (tour) (????) (pier), take TO from 'tour' and IP from 'pier' (the last two letters) to form 'trip'. Notice the pattern uses the *start* of the left word and the *end* of the right word.

Missing three-letter groups, Q15–21

The word in capitals has had **three consecutive letters** removed. Read the sentence aloud with the incomplete word to hear what is missing; phonetic clues often help. Students lose marks by inserting three letters that spell a real word but make no sense in context (e.g. 'STGALE' instead of 'STRUGGLE' in Q15). Always check the completed sentence for meaning.

Q15 : RUG

'Don't STGLE just ask for help' requires a verb meaning to have difficulty. Inserting RUG gives 'struggle', which fits perfectly. A common trap is inserting 'ANG' to make 'strangle', but the sentence context ('just ask for help') suggests difficulty, not violence.

Q18 : LET

'The ATHEE warmed up on the track' needs a word for a sports person. Inserting LET gives 'athlete'. The double-E at the end is a clue: few English words end '-HEE', so the missing group must come before the final 'E', making 'ath-LET-e'.

Alphabet sequences, Q23–29, Q44–50

Write out the alphabet reference line (provided in the paper) and mark the given letters. Look for **consistent numerical gaps** (e.g. +3, -2 alternating) or positional patterns (moving forwards then backwards). Half the marks in this section are lost by students who spot a pattern in the first few terms but fail to check whether it holds across the entire sequence.

Q27 : ZY

LI → OR shows $L + 3 = O$ and $I + 9 = R$ (or I forwards 9 letters wraps to R). $AB \rightarrow ZY$ applies the same shifts but *in reverse*: $A - 1 = Z$ (wrapping backwards) and $B - 3 = Y$. Recognising that the question asks 'as AB is to (??)' means you must reverse the transformation direction.

Q46 : NT

KD LB JZ MX IV (??): the first letter alternates $K \rightarrow L \rightarrow J \rightarrow M \rightarrow I$ (up 1, down 2, up 3, down 4, suggesting next is up 5 to N). The second letter goes $D \rightarrow B \rightarrow Z \rightarrow X \rightarrow V$ (down 2, down 2, down 2, down 2, so next is $V - 2 = T$). Combined: NT.

Number sequences, Q30–36, Q51–57

Test simple operations first: addition, subtraction, doubling. If no single operation works, try **alternating rules** (e.g. $\times 2$ then -6 , repeated). For sequences with three or more operations,

write each term's transformation above the arrow. In multi-step arithmetic (Q30–36), work strictly left to right unless brackets appear.

Q33 : 8

$3 \times 4 \div 6 = 2$. The right-hand side is $4 \times 5 \div 2 - (?) = 10 - (?) = 2$, so $(?) = 8$. A common error is calculating $4 \times 5 = 20$, then $20 \div 2 = 10$, then assuming the answer is 10. Always **complete the entire right-hand expression** before solving for the unknown.

Q51 : 54

$12 \rightarrow \times 2 \rightarrow 24 \rightarrow -6 \rightarrow 18 \rightarrow \times 2 \rightarrow 36 \rightarrow -6 \rightarrow 30 \rightarrow \times 2 \rightarrow 60 \rightarrow -6 \rightarrow 54$. The pattern alternates doubling and subtracting 6. Students who only notice 'double' will write 120, missing the subtraction step.

Codes, Q37–43, Q58–63

For single-code questions (Q37–43), align the example word with its code letter by letter to find the shift or substitution rule. For multiple-word codes (Q58–63), **compare words that share letters**: if HOST and SHOT both contain H, O, T, S, find which digits appear in both codes. Elimination is faster than trial and error.

Q39 : OPEN

If HOME \rightarrow IQPI, then H \rightarrow I (+1), O \rightarrow Q (+2), M \rightarrow P (+3), E \rightarrow I (+4). Decoding PRHR: P \rightarrow O (-1), R \rightarrow P (-2), H \rightarrow E (-3), R \rightarrow N (-4), giving 'OPEN'. Notice the *decoding* reverses the shifts: where encoding added, decoding subtracts.

Q61 : 6134

GAIN shares G, A, N with SANG (code 6134) and shares A, I, N with FINS (code 7146). The letter N appears in SANG, GAIN and FINS; comparing codes, the digit 4 appears in 6134 and 7146, so N = 4. Continuing this logic, G = 6, A = 1, I = 3, giving GAIN = 6134 (which matches SANG rearranged).

Hidden words and logic, Q65–80

For hidden-word questions (Q72–79), the four-letter word bridges two adjacent words, taking letters from the **end of the first and the start of the second**. For compound-word questions (Q65–71), test all nine combinations if necessary; do not assume the first plausible pairing is correct. Logic questions (Q64, Q80) reward careful reading: 'must be true' means no exceptions are possible.

Q72 : together benefits

'Reading books together benefits your child' hides the word 'HERB': togeth(ER BE)nefits. The four letters span the boundary between 'together' (ending ...ER) and 'benefits' (starting BE...). Students often find 'BOOK' or 'READ' but these do not bridge two words.

Q64 : D

16 balls, 4 are not red. Statement D says 'A quarter of the balls are not red'; $4 \div 16 = 0.25$, so D is true. Statement E ('There are red balls in the bag') is *likely* but not certain: all 12 remaining balls could be blue, green, etc. The question asks what **must** be true, so only D is guaranteed.

Next steps

Sit down with your child and review any question where they chose a plausible but incorrect answer. Ask them to explain their reasoning aloud; often they will spot their own mistake ('Oh, I only checked the first word pair') before you say anything. **Mark one question type at a time**, then practise three or four similar examples from another paper before moving to the next section. This spaced approach builds pattern recognition more effectively than cramming all revision into one sitting.

If your child scored above 70, introduce mixed-format papers from GL Assessment or Bond to maintain variety and prevent boredom. If the score was below 50, work through the paper again untimed, allowing your child to verbalise their thought process for every question. Accuracy must come before speed. Once they consistently achieve 90% untimed, reintroduce the clock in five-minute increments until they meet the 50-minute target. Verbal reasoning is one of the most coachable 11+ components; three weeks of focused practice typically yields a 10–15 mark improvement.

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