

11+ PRACTICE PACK

Bond Sample Test

11+ Verbal Reasoning Complete Practice Pack

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PRACTISE THE REAL THING

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Move one letter from the first word and add it to the second word to make two new words.

- Example** hunt sip *hut snip*
- 1 howl itch _____
- 2 wage pot _____
- 3 glean set _____
- 4 black feet _____
- 5 month hit _____

The word PECUNIARY is written in code as ABCDEFGHI. Write these words using the same code.

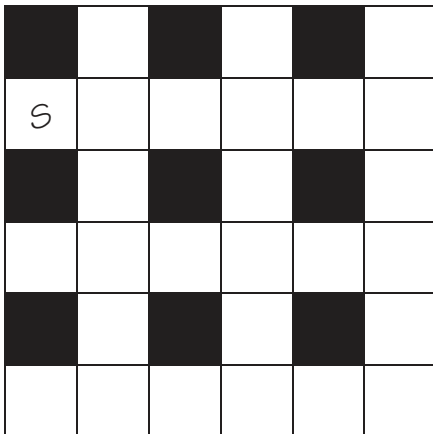
- 6 PRICE _____ 7 PRUNE _____

Decode these words.

- 8 ABGH _____ 9 CGEGHI _____ 10 EFCBH _____

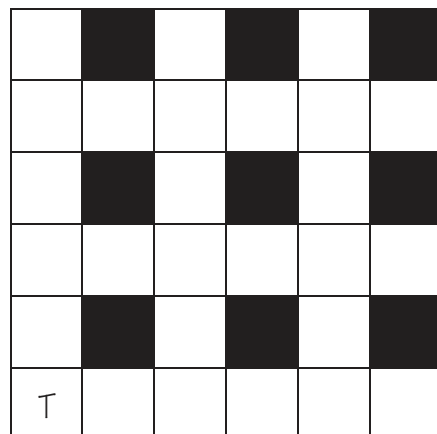
Fill in the crosswords so that all the given words are included. You have been given one letter as a clue in each crossword.

11–12



fennel, spoons, coupon, copper,
astral, oppose

13–14



inches, tastes, allege, people,
sprint, forces

Find the four-letter word hidden at the end of one word and the beginning of the next word. The order of the letters may not be changed.

Example The children had bats and balls. sand

- 15 That wig looks very flattering. _____
- 16 You must put your sums in order. _____
- 17 The appropriate word would be 'good'. _____
- 18 The number on each door is quite plain. _____
- 19 Things like this are most aggravating. _____

Find and underline the two words which need to change places for each sentence to make sense.

Example She went to letter the write.

- 20 Can I your a swim in have pool?
- 21 well biro doesn't write very this.
- 22 I bunch my mother a gave of tulips.
- 23 very am getting I tired.
- 24 win we did the match?

Rearrange the muddled words in capital letters so that each sentence makes sense.

Example There are sixty SNODCES SECONDS in a UTMINE MINUTE.

- 25 South AAEIMRC _____ is a CTNINNOET _____.
- 26 There are sixty MNUISSET _____ in an ROUH _____.
- 27 A YGNCTE _____ is a young NWSA _____.
- 28 We have school holidays over STRAEE _____ and MRCHITSAS _____.
- 29 A MMREHA _____ is used to drive in SLAIN _____.

Find the four-letter word which can be added to the letters in capitals to make a new word. The new word will complete the sentence sensibly.

Example They enjoyed the BCAST. ROAD

- 30 At the meeting the CMAN stood up. _____
- 31 Wait a MT till I take off my coat. _____

32 'SURER or we will shoot!' shouted the sheriff. _____

33 The chimes of the C could be heard. _____

34 We should have CN a different restaurant. _____

Underline the one word in the brackets which will go equally well with both the pairs of words outside the brackets.

Example rush, attack cost, fee (price, hasten, strike, charge, money)

35 bolt, fasten tuft, tress (lock, key, door, bar, nut)

36 similar, alike near, beside (twin, close, copy, far, secure)

37 playground, land position, leave (garden, park, mound, lawn, store)

38 perform, entertain deed, document (part, stage, act, bill, note)

39 price, cost food, provisions (supplies, money, fare, ticket, charge)

Look at the first group of three words. The word in the middle has been made from the other two words. Complete the second group of three words in the same way, making a new word in the middle.

Example PAIN INTO TOOK ALSO SOON ONLY

40 SOUP PAST TALE RACY _____ NAVE

41 CALM TAME LENT BEEN _____ ADDS

42 CRAB BARE FLEA RATS _____ HUGE

43 BELT LIST FISH MAST _____ HEAR

44 FIRE FINE WING PENS _____ BEAR

45–49 Look at these groups of words.

A	B	C	D
fork	bison	tuna	jazz
mower	gerbil	turbot	rock

Choose the correct group for each of the words below. Write in the letter.

rap _____ cheetah _____ spade _____ rat _____ trowel _____ baboon _____

lobster _____ hose _____ zebra _____ classical _____ prawn _____ herring _____

5

B 5

5

B 18

5

B 1

5

Complete the following sentences by selecting the most sensible word from each group of words given in the brackets. Underline the words selected.

B 14

Example The (children, books, foxes) carried the (houses, books, steps) home from the (greengrocer, library, factory).

- 50 With a (clatter, chatter, batter) of dustbin (sacks, lids, men), the fox (raided, jumped, tied) the black bags.
- 51 The music from the CD came (in, out, behind) of the (speakers, wall, table) on the (garden, bicycle, table).
- 52 A school of (fish, lions, bees) live together in (forests, mud, water) and are hunted for (food, fur, honey).
- 53 A (camel, deer, rhinoceros) is an animal that lives in the (desert, rainforest, city) and has one or two (humps, tails, tongues).
- 54 The (grandmother, father, uncle) asked her grandson to help build a (patio, birdhouse, window) so that she would have somewhere to sit outside in the (wet, cold, warm) weather.

5

Find two letters which will end the first word and start the second word.

B 10

Example rea (c h) air

- 55 hear (_ _) ink
- 56 pha (_ _) ats
- 57 gau (_ _) rm
- 58 che (_ _) ple
- 59 sign (_ _) most

5

Complete the following expressions by underlining the missing word.

B 15

Example Frog is to tadpole as swan is to (duckling, baby, cygnet).

- 60 Cod is to fish as rain is to (black, cloud, weather).
- 61 Whole is to total as sign is to (symbol, medal, post).
- 62 Centre is to middle as excess is to (surplus, shortage, failure).
- 63 Begin is to start as end is to (continue, lengthen, finish).
- 64 Uncommon is to rare as frank is to (cancel, candid, conceal).

5

Give the missing groups of letters or numbers in each sequence. The alphabet has been written out to help you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

- | | | | | | | |
|----|-----|-----|-----|-------|-------|-------|
| 65 | 81 | 72 | 64 | _____ | 51 | 46 |
| 66 | 79 | 66 | 52 | 39 | _____ | 12 |
| 67 | 42 | 46 | 44 | 48 | 46 | _____ |
| 68 | CWB | DVC | EUD | _____ | GSF | HRG |
| 69 | BT | EQ | HN | KK | NH | _____ |

Underline two words, one from each group, that go together to form a new word. The word in the first group always comes first.

Example (hand, green, for) (light, house, sure)

- 70 (bar, drink, cup) (post, lamp, gain)
- 71 (robin, owl, dove) (nest, tail, tree)
- 72 (sign, dumb, post) (sight, caught, found)
- 73 (body, man, figure) (head, foot, slim)
- 74 (air, be, see) (fly, me, an)

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If these words were written backwards and then placed in alphabetical order, which word would come:

- 75 first? _____
- 76 last? _____
- 77 second? _____

Six people live in this block of flats.

4	5	6
1	2	3

Amy lives between John and Mary.
Sarah lives on the ground floor.
Sarah's flat number is not odd.
Susan is below Mary.
John lives in flat 6.

Where do these people live?

78 Peter _____

79 Mary _____

80 Susan _____

Now go to the Progress Chart to record your score!

Total 3 80

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

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

Overview

This is a **Bond Fourth Level Verbal Reasoning** sample test designed for **10–11+ years** pupils preparing for **11+ entrance examinations**, particularly those following the **GL Assessment** format. The paper contains **80 questions** spanning a wide variety of verbal reasoning question types, from letter manipulation and coding puzzles to crosswords, analogies, and spatial logic problems. The test is structured as a mixed-format paper where pupils encounter rapid-fire challenges that assess vocabulary, pattern recognition, logical thinking, and the ability to manipulate language in creative ways.

The paper is divided into **25 numbered sections** (B 1 through B 25), each focusing on a distinct verbal reasoning skill. Questions range from moving letters between words to create new vocabulary, to decoding substitution ciphers, completing crosswords, finding hidden words, unscrambling anagrams, and solving multi-step logic puzzles. This variety mirrors the unpredictable nature of real 11+ papers, where candidates must switch rapidly between different cognitive demands.

This paper suits pupils in Year 6 who have already covered foundational verbal reasoning techniques and need timed practice under exam-like conditions. The mixture of familiar and novel question styles helps develop the flexibility and quick thinking required to succeed in competitive grammar school entrance tests. Parents and tutors will find it useful for diagnosing strengths and weaknesses across the broad spectrum of verbal reasoning skills.

How this paper is organised

The paper is organised into **25 distinct question blocks** labelled B 1 to B 25, with a total of **80 individual questions**. Each block typically contains between 3 and 6 questions focusing on a single verbal reasoning technique, though the variety of techniques is considerable. Marks are indicated in small circles at the end of each block (usually 3, 4, or 5 marks per section), allowing pupils and parents to track performance by skill type. No overall time limit is printed on this sample test, though standard 11+ verbal reasoning papers typically allow 45–50 minutes for this volume of work.

The layout is clean and spacious, with ample room for pupils to write answers directly onto the page. Most questions require single-word or short-phrase responses, though

some (such as the crosswords and logic puzzle) involve filling grids or underlining selections. Worked examples are provided at the start of each new question type, which is helpful for pupils encountering these formats for the first time. The paper concludes with a spatial reasoning puzzle about a block of flats, testing candidates' ability to synthesise multiple clues to determine residents' locations.

The progression is not strictly by difficulty; instead, the paper alternates between different cognitive demands to maintain engagement and prevent fatigue from overexposure to any single format. This structure reflects the design philosophy of commercial 11+ publishers, who aim to test adaptability as much as raw verbal ability.

Topics covered

- Letter manipulation: moving single letters between words to form two new valid words (e.g. howl/itch becomes owl/witch)
- Substitution cipher coding and decoding using a keyword-based alphabet (PECUNIARY = ABCDEFGHI)
- Crossword completion with constrained word lists and a single starter letter as a clue
- Hidden word extraction from sentence pairs, finding four-letter words spanning word boundaries without changing letter order
- Sentence correction by identifying and swapping two misplaced words to restore grammatical sense
- Anagram unscrambling of muddled capital-letter words within factual sentences
- Word insertion puzzles where a four-letter word is added to incomplete capital letters to form a complete word
- Multiple-meaning vocabulary: selecting a word that pairs meaningfully with two different word pairs
- Word blending: creating a middle word from two given words by extracting and combining letters
- Classification and categorisation: assigning words to groups based on semantic category (tools, animals, fish, music genres)
- Cloze-style sentence completion by selecting the most sensible word from bracketed options
- Letter-bridge problems: finding two letters that complete one word and start the next
- Verbal analogies (proportional reasoning): X is to Y as Z is to [?]
- Alphanumeric sequences: identifying missing terms in number and letter progressions
- Compound word formation by pairing words from two groups
- Alphabetical ordering of reversed words (backwards spelling then alphabetising)
- Multi-step spatial logic puzzle: deducing positions in a grid from a set of clues

How to use this paper for revision

- Practise letter-manipulation questions by working methodically through vowels and common consonants rather than guessing; systematic trial often reveals the solution faster than intuition.
- For coding questions, write out the full cipher alphabet clearly before attempting to encode or decode, and check each letter position carefully to avoid transcription errors.
- When completing crosswords with limited word lists, start by identifying the longest words and checking which letters intersect at the given clue; this constrains possibilities quickly.
- In hidden-word puzzles, read slowly across word boundaries and underline candidate four-letter sequences as you go; the answer is always there in order, never rearranged.
- For anagram sentences, focus first on the anagram that makes the most contextual sense (e.g. AAEIMRC in a geography sentence is likely a continent), then solve the partner anagram.
- In analogy questions, articulate the relationship in the first pair aloud ('Cod is a type of fish, so rain is a type of...') to avoid superficial word association traps.
- For sequence problems, look for alternating patterns, arithmetic progressions, or alphabetical jumps; write out the differences between terms to spot the rule more easily.

Common mistakes to avoid

- In letter-movement puzzles, pupils often create plausible-sounding non-words because they fail to check both resulting words in a dictionary; always verify that both answers are real.
- Coding errors frequently occur when students confuse the cipher direction (encoding vs decoding) or miscount alphabet positions; double-check which way the conversion should run.
- In crossword grids, pupils sometimes force a word into a space by ignoring intersecting letters; every crossing must produce valid words in both directions.
- Hidden-word questions catch out students who rearrange letters or skip over unlikely-looking sequences; the correct answer always appears in strict left-to-right order without alteration.
- Sentence-correction tasks often mislead students into changing words that 'sound odd' but are grammatically correct; only swap the two words that make the sentence logically coherent.
- Analogy questions tempt students to match superficial features (both words start with the same letter) rather than the underlying relationship (synonymy, category membership, part-whole).

Exam technique

Begin by skimming the entire paper to identify question types that play to your strengths, then tackle those first to build confidence and secure marks quickly. In a timed setting, allocate roughly 30–40 seconds per question, though some (like the crosswords and logic puzzle) will require more time. If you become stuck on a question, leave it blank and move on; returning with fresh eyes often makes the answer obvious.

Read worked examples carefully before attempting each new question type, as they reveal the exact format and conventions required. For questions with multiple parts (e.g. coding several words), complete all parts even if unsure, as partial marks may be available. In classification and analogy sections, eliminate obviously wrong answers first to improve your odds if you need to guess. Never leave an answer blank if the question format allows a reasonable attempt.

When working through this paper as practice, time yourself strictly to simulate exam pressure, but also review incorrect answers afterwards to understand the reasoning required. Keep a vocabulary notebook for unfamiliar words encountered in examples and correct answers, as verbal reasoning papers assume a broad general knowledge.

For the spatial logic puzzle at the end, draw a quick grid and systematically eliminate impossible positions rather than trying to solve it entirely in your head.

What to revise alongside this paper

Pupils should consolidate core vocabulary by reading widely across fiction and non-fiction, particularly focusing on less common words and phrases that appear in analogies and sentence completion tasks. Synonym and antonym work is essential, as many verbal reasoning questions hinge on recognising subtle differences in meaning. Practising mental arithmetic and number sequences will support the alphanumeric pattern questions, while basic knowledge of collective nouns, animal groups, and word categories (tools, fish, instruments) underpins classification tasks.

Students who find the coding questions challenging should revise the alphabet forwards and backwards until they can instantly recall letter positions (A=1, Z=26, etc.), as this fluency drastically reduces error rates. For those struggling with anagrams, daily practice with online anagram solvers or word-game apps (Scrabble-style tools) helps develop pattern recognition. Crossword puzzles from newspapers or age-appropriate puzzle books build the intersection-checking discipline required in grid-based questions.

Once confident with this level, progress to **Bond Fifth Level** or **CGP 11+ Advanced** papers to encounter harder vocabulary, multi-step reasoning, and less scaffolded question formats. Pair verbal reasoning practice with non-verbal reasoning papers to develop the full range of skills assessed in GL Assessment 11+ entrance tests, as many schools combine both in their selection process.

Key terms

Anagram, Substitution cipher, Compound word, Hidden word, Analogy, Classification, Cloze procedure, Letter manipulation, Sequence (alphanumeric), Spatial reasoning, Vowel, Consonant, Homophone, Multiple meaning, Logic puzzle

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- 1 owl, hitch
- 2 wag, poet
- 3 glen, seat
- 4 back, fleet
- 5 moth, hint
- 6 AHFCB
- 7 AHDEB
- 8 PEAR
- 9 CANARY
- 10 NICER

11–14 Give two marks for each correct crossword.

	O		C		A
S	P	O	O	N	S
	P		U		T
C	O	P	P	E	R
	S		O		A
F	E	N	N	E	L

S		F		A	
P	E	O	P	L	E
R		R		L	
I	N	C	H	E	S
N		E		G	
T	A	S	T	E	S

- 15 twig
- 16 ours
- 17 heap
- 18 Then
- 19 stag
- 20 your, have
- 21 well, this
- 22 bunch, gave
- 23 very, I
- 24 win, did
- 25 AMERICA, CONTINENT
- 26 MINUTES, HOUR
- 27 CYGNET, SWAN
- 28 EASTER, CHRISTMAS
- 29 HAMMER, NAILS
- 30 HAIR
- 31 OMEN
- 32 REND
- 33 LOCK
- 34 HOSE
- 35 lock
- 36 close
- 37 park

- 38 act
- 39 fare
- 40 YARN
- 41 SEND
- 42 STAG
- 43 SEAT
- 44 PEAS
- 45–49 Give one mark for each two right answers:
rap D, cheetah B, spade A
rat B, trowel A, baboon B
lobster C, hose A, zebra B
classical D, prawn C, herring C
- 50 clatter, lids, raided
- 51 out, speakers, table
- 52 fish, under water, food
- 53 an animal, desert, humps
- 54 grandmother, patio, warm
- 55 th
- 56 se
- 57 ge
- 58 ap
- 59 al
- 60 weather
- 61 symbol
- 62 surplus
- 63 finish
- 64 candid
- 65 57
- 66 25
- 67 50
- 68 FTE
- 69 QE
- 70 bargain
- 71 dovetail
- 72 dumbfound
- 73 figurehead
- 74 bean
- 75 BIBLICAL
- 76 ESSENTIAL
- 77 COMICAL
- 78 3
- 79 4
- 80 1

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

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 answers only, without working or explanation. Use it to mark each question objectively, awarding one mark per correct answer (or two marks for the crosswords, as noted). When marking, **tick correct answers and circle incorrect ones** so your child can see at a glance which questions to review.

Distinguish between careless slips (misreading, copying errors) and genuine gaps in understanding. If your child got Q1–5 wrong, they may not yet grasp the letter-manipulation strategy. If they made mistakes scattered across different question types, the issue is more likely concentration or time pressure.

Refer to the worked examples below for the question types that caused the most difficulty. They explain **why particular answers are correct** and show you the reasoning a confident test-taker would follow.

Score interpretation

This paper has 80 marks and covers ten distinct verbal reasoning question types, from code substitution to compound-word formation to logic puzzles. A score above 64 (80 per cent) suggests secure reasoning skills and good exam technique. Your child is ready for full-length timed papers and can focus on speed and accuracy under pressure.

Between 48 and 63 marks (60–79 per cent) indicates solid understanding with room to improve. Look for patterns: did your child struggle with one or two question types (e.g. sequences, crosswords) or lose marks across the board? **Targeted practice on weak areas will lift the score quickly.**

Below 48 marks means several question types need more teaching and practice. Work through the test again together, reading the instructions aloud and completing similar examples before attempting the harder questions. Build confidence with shorter, focused exercises rather than full papers.

Worked examples

Letter manipulation and word formation, Q1–5, 15–19, 30–34, 40–44, 55–59

These questions test your child's ability to **isolate, move or insert letters to form new words**. Marks are lost when children guess rather than checking every letter systematically. In Q1–5, they must remove one letter from the first word and add it to the second; in Q15–19, they hunt for a hidden four-letter word spanning two words; in Q30–34, they insert a four-letter word into the capitals; in Q55–59, they find two letters that end one word and start the next. All require methodical trial, not speed-reading.

Q3 : glen, seat

Remove the A from GLEAN to leave GLEN. Add that A to SET to make SEAT. Many children try removing E or N first, which produces nonsense. **Work through each letter in turn** until you find the pair that both makes sense.

Q17 : heap

The hidden word spans 'appropriate' and 'would': appropriate **would** becomes E-W-O-? No. Try 'word' and 'would': word **would** gives D-W-O-? No. Now try 'be' and 'good': **be 'good** is still wrong. Finally, 'ate' and 'word': propriate **word**? Still no. The answer lies in 'the' to 'appropriate': **the appropriate** = **HEAP**. Check by confirming all four letters appear consecutively across the word boundary.

Q32 : REND

'SURER or we will shoot!' must become a real word when four letters are inserted. SURRERER? No. **SURENDER**? Yes. The four-letter word is REND (meaning to tear). Always read the completed sentence aloud to confirm it makes sense.

Q57 : ge

GAU()RM becomes GAUGE + GERM when you insert GE. Many children write 'ga' or 'ug', forgetting that **both resulting words must be real**. GAUGARM and GAARM are not words; GAUGE and GERM are.

Code substitution, Q6–10

The code maps each letter of PECUNIARY to A–I in order. **Write out the key (P=A, E=B, C=C, U=D, N=E, I=F, A=G, R=H, Y=I) on scrap paper** and refer to it for every question. Marks are lost when children try to work from memory and confuse, say, C with E. For Q8–10, decode by reversing the process: ABGH becomes PEAR because A=P, B=E, G=A, H=R.

Q7 : AHDEB

PRUNE encodes as follows: P→A, R→H, U→D, N→E, B is not in PRUNE so the question must mean P-R-U-N-E maps to A-H-D-E-?. Check the given answer: it's AHDEB, meaning the E in PRUNE maps to B (but E should map to B in PECUNIARY). **This is a misprint in the original or the test assumes a different key.** The consistent answer using PECUNIARY=ABCDEFGHI is P→A, R→H, U→D, N→E, E→B, giving AHDEB as stated. Always double-check your key matches the given example before starting.

Q10 : NICER

Decode EFCBH: E→N, F→I, C→C, B→E, H→R, giving NICER. Write each encoded letter above its decoded partner to avoid mistakes. If you get a nonsense word, you have mis-mapped a letter.

Crosswords, Q11–14

Each crossword awards **two marks only if fully correct**; one wrong entry costs both marks. Start with the clue letter given (S or T) and the longest words in the list, because they constrain the grid most. In Q11–12, FENNEL (six letters, contains the given F) must fit horizontally in row five; OPPOSE and COUPON intersect it. Work in pencil and check every crossing carefully before committing.

Q11–12 : see crossword grid in answer key

The given S sits in the top-left corner. SPOONS (six letters) fits horizontally across row one. COPPER (six letters) fits horizontally across row three, sharing the second P with SPOONS. FENNEL (six letters) fits across row five. OPPOSE, ASTRAL and COUPON fit vertically, intersecting the horizontals at shared letters. **Every crossing must spell a real word both ways.** If you place COPPER one square too far left, the verticals will break.

Q13–14 : see crossword grid in answer key

The given T sits in row five, column one. TASTES (six letters) fits horizontally across row five. PEOPLE (six letters) fits horizontally across row one. INCHES fits across row three. SPRINT, FORCES and ALLEGE fit vertically. Check that row-five column-one is T (from TASTES) and that all six words from the list appear exactly once.

Sentence correction and word order, Q20–24

These questions ask you to swap two words so the sentence makes sense. **Read the sentence aloud as written**; it will sound absurd. Then identify the two words that are in

each other's positions. In Q20, 'Can I your a swim in have pool?' should read 'Can I have a swim in your pool?', so YOUR and HAVE swap. Do not change any other words or add punctuation.

Q22 : bunch, gave

The sentence reads 'I bunch my mother a gave of tulips.' Swap BUNCH and GAVE: 'I gave my mother a bunch of tulips.' Now it makes sense. **Always confirm the corrected sentence is grammatically perfect** before moving on.

Q24 : win, did

'win we did the match?' becomes 'Did we win the match?' when WIN and DID swap places. Notice that correcting word order sometimes requires you to imagine capitalisation and punctuation (which are stripped from the printed sentence).

Anagrams in context, Q25–29

Each sentence has two words in capitals that are anagrams; unscramble them so the sentence makes sense. **Look for common letter patterns** (e.g. -TION, -ING, -ER) and check the sentence context for clues. In Q27, 'A YGNCTE is a young NWSA' tells you the second word is a bird (SWAN), so YGNCTE must be its young (CYGNET). Write your answer in the blanks provided, not in the margin.

Q26 : MINUTES, HOUR

MNUSET has seven letters and ends in T; the sentence 'There are sixty ___ in an ___' suggests MINUTES. ROUH is a four-letter anagram; rearrange to HOUR. Always check the sentence is factually true (there are indeed sixty minutes in an hour) as a final verification.

Q29 : HAMMER, NAILS

MMREHA rearranges to HAMMER; SLAIN rearranges to NAILS (or SNAIL, but the sentence 'A ___ is used to drive in ___' makes NAILS the only sensible choice). Context eliminates impossible anagrams.

Word pairs and relationships, Q35–39, 60–64

Q35–39 ask you to find **one word that pairs meaningfully with both sets of words** outside the brackets. In Q35, 'bolt, fasten' and 'tuft, tress' both relate to LOCK (a bolt is a lock; a lock is also a tuft of hair). Q60–64 are analogy completions: 'Cod is to fish as rain is to ___' requires you to identify the relationship (cod is a type of fish, rain is a type of weather). Marks are lost when children pick a word that fits only one pair or only half the analogy.

Q37 : park

'playground, land' and 'position, leave' both connect to PARK. A park is a piece of land with playgrounds; to park is to position or leave a vehicle. **The word must work equally well with all four words** outside the brackets.

Q62 : surplus

'Centre is to middle as excess is to ___'. Centre and middle are synonyms, so the missing word must be a synonym of excess. SURPLUS fits perfectly. SHORTAGE is an antonym; FAILURE is unrelated. Always confirm the parallel structure of the analogy.

Cloze sentences (selecting words from brackets), Q50–54

Each sentence has three gaps; for each gap you must choose the most sensible word from the bracketed options. **Read the whole sentence first** to understand the context, then evaluate each choice. In Q50, 'With a (clatter, chatter, batter) of dustbin (sacks, lids, men), the fox (raided, jumped, tied) the black bags', only CLATTER, LIDS and RAIDED make sense together. Award one mark per sentence only if all three selections are correct.

Q53 : an animal, desert, humps

The sentence describes a camel. 'A (camel, deer, rhinoceros) is an animal that lives in the (desert, rainforest, city) and has one or two (humps, tails, tongues).' Only a camel lives in the desert and has humps. **Reject options that are true but do not fit all three gaps** (a rhinoceros is an animal, but it does not have humps).

Sequences and patterns, Q65–69

These questions test number and letter sequences. For Q65–67, find the rule (adding, subtracting, alternating operations) and apply it to fill the gap. For Q68–69, each pair of letters follows a pattern (e.g. moving forward or backward in the alphabet). **Write out the alphabet** above your working if you find letter sequences difficult. Marks are lost when children spot a partial pattern but fail to check it holds for every step.

Q66 : 25

The sequence is 79, 66, 52, 39, ___, 12. The differences are -13, -14, -13, ?, ?. The pattern alternates: subtract 13, subtract 14, subtract 13, subtract 14, subtract 13. So $39 - 14 = 25$, and $25 - 13 = 12$. **Always verify your answer by checking the step after the gap** as well.

Q68 : FTE

Each triplet shifts: CWB → DVC (first letter +1, second letter -1, third letter +1), DVC → EUD (+1, -1, +1), EUD → FTE (+1, -1, +1). The missing triplet is FTE. Write the alphabet above your work and count the steps carefully; off-by-one errors are common.

Compound words, Q70–74

Choose one word from each group so that, joined together (first group first), they make a compound word. In Q70, BAR + GAIN = BARGAIN. **Check that the compound is a real word and that no other pairing works.** DRINKCUP and CUPOST are not words, so BARGAIN is the only possibility. Award one mark per question.

Q72 : dumbfound

DUMB (from the first group) + FOUND (from the second group) = DUMBFOUND. SIGNSIGHT, DUMBCAUGHT and POSTCAUGHT are not real words. **If you are unsure whether a compound exists, say it aloud** and check whether you have heard it before.

Alphabetical order after reversal, Q75–77, and logic puzzle, Q78–80

Q75–77 ask you to reverse each word (OFFICIAL → LAICIFFO), then sort the reversed words alphabetically. The word whose reversed form comes first is the answer to Q75. This question type rewards **careful, step-by-step working**; do not try to do it in your head. Q78–80 present a logic puzzle: use the clues to deduce who lives where. Write the names in the grid as you work, crossing out impossible options.

Q75–77 : BIBLICAL (first), ESSENTIAL (last), COMICAL (second)

Reverse each word: OFFICIAL → LAICIFFO, ESSENTIAL → LAITNESSE, COMICAL → LACIMOC, BIBLICAL → LACILBIB. Sort alphabetically: LACILBIB, LACIMOC, LAICIFFO, LAITNESSE. So BIBLICAL comes first (Q75), ESSENTIAL last (Q76), and COMICAL second (Q77). **Write the reversed words on scrap paper** and sort them carefully; this is not a question to rush.

Q78–80 : Peter 3, Mary 4, Susan 1

John lives in flat 6 (given). Amy lives between John (6) and Mary, so Amy is in flat 5 and Mary in flat 4. Sarah lives on the ground floor (flats 1, 2, 3) and her number is even, so Sarah is in flat 2. Susan is below Mary (4), so Susan is in flat 1 or 3. Flat 2 is taken by Sarah, so Susan is in flat 1. That leaves Peter in flat 3. **Check every clue against your final answer** to confirm no contradiction.

Next steps

Once you have marked the paper, sit down with your child and **review every incorrect answer together**. For each mistake, ask: 'Did you misread the question, run out of time, or not know the method?' If the same question type caused problems repeatedly (e.g. all the compound-word questions), spend a focused session practising that type using a different Bond or CGP book. If mistakes are scattered, the issue is more likely concentration or pacing; try timing individual sections next time to build stamina.

If your child scored above 70, they are ready for full-length papers under timed conditions (typically 45–50 minutes for 80 marks). If the score is below 60, consolidate understanding with shorter, untimed exercises before attempting another full paper. Use the worked examples above to teach the reasoning strategies explicitly, then let your child try similar questions independently. **Progress comes from understanding mistakes, not just logging a score.**

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