

11+ PRACTICE PACK

Independent Junction Test 1

11+ Verbal Reasoning Complete Practice Pack

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PRACTISE THE REAL THING

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Questions 11-15

Unscramble the word in capitals so as to make sense of the sentence:

Eg: There were too many cars on the HWYHGAI.

Answer: HIGHWAY

- 11. I bought the vegetables at the OGRERC.
- 12. The OTPAET has a crack in it.
- 13. I have only ETSENXI pence left.
- 14. I like BPYRRRESA jam best.
- 15. The receptionist asked whether I wanted another PINMATEOPNT.

Questions 16-20

Use the code to decipher the word.

Eg: The code for the word PILE is NGJC. What is the code for KEPT?

Answer: ICNR

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

- 16. The code for the word FUND is HWPF. What is the code for MIND?
- 17. The code for the word BASE is AEBS. What is the code for JAIL?
- 18. The code for the word YEAR is ZGDV. What is the code for WELT?
- 19. The code for the word CAFE is XZUV. What is the code for FACE?
- 20. The code for the word WELT is BJQY. What is the code for MOTE?

Questions 21-26

Arrange these words on the grid so that all the words fit, either horizontally (from left to right) or vertically (from top to bottom). One letter has been given as a clue:

Eg: YACHT, CRYPT, LILAC, RISKY, RELIC, SILKY

Answer:

R	I	S	K	Y
E		I		A
L	I	L	A	C
I		K		H
C	R	Y	P	T

AREAS, ABYSS, STYLE, OASIS, DRAMA, DISCO

		L		

Questions 27-30

Find the word that will make a compound word with each of the words in the row:

Eg: [.....] line [.....] bag [.....] port [.....] tight

Answer: air

27. [.....] fall [.....] hill [.....] pour [.....] stairs

28. [.....] worm [.....] shelf [.....] mark [.....] keeper

29. [.....] master [.....] land [.....] dress [.....] start

30. cup [.....] black [.....] white [.....] surf [.....]

Questions 31-35

Below are three pairs of words. Complete the third pair in the same way as the first two pairs:

Eg: (BRACING, RANG) (SLOPING, LONG) (PRICING,)
Answer: RING

- 31. CHALET, HAT ASHORE, SHE CLIENT, (.)
- 32. WRESTLER, REST SWIRLING, GIRL QUESTION, (.)
- 33. CORRECT, CORE COMPELS, LOPE HAMSTER, (.)
- 34. THROUGH, THUG PREPARE, PEAR SURNAME, (.)
- 35. EVOLVE, VOLE BREAST, SEAT STATES, (.)

Questions 36-40

In each row, find the number that best completes the series:

Eg: 91, 64, 93, [.], 95, 68, 97
Answer: 66

- 36. 42, 15, 41, [.], 40, 17, 39
- 37. 22, 28, 31, [.], 40, 46
- 38. 968, 857, [.], 635, 524
- 39. 30, 120, 60, [.], 90, 60, 120, 30
- 40. 1, 2, 4, [.], 11, 16, 23

Questions 41-45

Find the missing number in the last group of numbers. This number must be related to those either side of it in the same way as the bracketed numbers in previous groups:

Eg: 54 [93] 39 25 [107] 82 53 [.] 61
Answer: 114

41. 50 [5] 10 48 [4] 12 33 [.] 11

42. 64 [8] 8 55 [5] 11 1 [.] 1

43. 14 [7] 2 24 [3] 8 44 [.] 11

44. 8 [4] 2 125 [25] 5 27 [.] 3

45. 27 [10] 22 33 [6] 30 18 [.] 12

Questions 46-50

The capitalised word in the sentence has had THREE consecutive letters missing. These letters will make one correctly spelt word. Find this three-letter word:

Eg: Could you put the plates in the DISHHER please?
Answer: WAS

46. Her face went bright red and she looked as if she were CHOG.

47. He was wearing a TAR kilt and jacket, and playing the bagpipes.

48. I work for a COMY that sells educational books.

49. The tanks were stationed at a MILIY base outside the city.

50. There was a truly PUT smell coming from the rubbish bin.

Questions 61-65

A four-letter word is hidden at the end of one word and the beginning of the next word in this sentence. Find that word:

Eg: A minister has a number of people to advise him.
Answer: TOAD

- 61. I had no idea what to do or what to say to him.
- 62. He stood there for ages looking through the window.
- 63. Several answers on this page are simply wrong.
- 64. You'll find the dish in the bottom drawer.
- 65. He believed he had heard an angel singing.

Questions 66-70

Find the TWO words that are in some way different from the other three:

Eg: ELM TREE POPLAR ROSE BEECH
Answer: TREE, ROSE

- 66. FLOWER, COFFEE, COCOA, PEA, BROAD
- 67. CALM, HAPPY, EAT, BUSY, FIND
- 68. BADLY, LOUDLY, GOOD, FAST, DIFFICULT
- 69. BIOGRAPHY, COMEDY, ROMANCE, SCIENCE FICTION, GLOSSARY
- 70. HUG, SPLASH, BUBBLE, BUZZ, SING

Questions 71-75

Write the two words which need to change places for the sentence to make sense:

Eg: The girls ran through the meadow, their breeze flying in the hair.

Answer: hair, breeze

- 71. I like the pot flowers in the clay colourful.
- 72. Calm boat are always best, when you have a small seas.
- 73. She by have been here should now.
- 74. Swimming throughout on remains the winter months.
- 75. He is wearing his new best very suit.

Questions 76-77

Choose the three words which best fit sentence, so that it makes sense:

Eg: You have to (find, go, arrive) down the (grass, sky, road) and then along the (school, dirt, path) to get to the swimming pool.

Answer: go, road, path

- 76. He waved (farewell, goodbye, hello) as soon as he saw us (ride, pull, walk) in at the edge of the (cliff, kerb, flowerbed).
.....
- 77. The (thing, writing, universe) looks so small when I am not (eating, sitting, wearing) my (jeans, glasses, bathers).
.....

Questions 78-80

Read the information and answer the questions:

I was 3 years old when my sister was born. My brother was 6 when my sister was born. My father was five times older than my brother when my sister was born.

- 78. When I am 20, my brother will be [.] years old.
- 79. When my sister is 20, I will be [.] years old.
- 80. When my brother is 20, my father will be [.] years old.

TOTAL MARKS _____ / 80
(Multiply your mark by 1.25 for percentage mark.) (_____ %)

Paper Notes: 11+ Verbal Reasoning Question Booklet (Test 1)

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 **verbal reasoning practice test** published by **Independent Junction**, designed to prepare students for **11-Plus entrance exams** that use the **GL Assessment** format. The paper contains **80 questions** across ten distinct question types, testing skills in anagrams, letter sequences, code-breaking, word relationships, number patterns, and logical reasoning. The suggested time limit is **50 minutes**, giving students approximately 35 to 40 seconds per question.

The test is structured as a single continuous paper with questions grouped by type rather than by difficulty. Students encounter anagrams (identifying words with identical letters), letter-series completion, word unscrambling in context, simple substitution codes, crossword-style word grids, compound-word building, hidden-word extraction, number sequences, functional relationships between numbers, word manipulation (moving letters between words), synonym matching, embedded four-letter words, classification tasks (spotting odd words out), sentence correction, cloze exercises, and age-based logic problems.

This paper suits children in Year 6 preparing for selective grammar school or independent school entrance exams. It provides broad coverage of verbal reasoning question types commonly found in GL-style tests, making it useful both as a diagnostic tool early in preparation and as timed practice closer to exam dates. The variety of question formats means that no single strategy applies throughout; students must switch thinking modes frequently, mirroring the cognitive flexibility demanded in real 11-Plus exams.

How this paper is organised

The paper is divided into **fifteen numbered sections** (Questions 1-5, 6-10, 11-15, and so on up to Questions 78-80), each introducing a new question type or task. The first section (Questions 1-5) asks students to identify anagram pairs from lists of five words. Questions 6-10 focus on **letter-series completion**, requiring students to spot alphabetical patterns. Questions 11-15 present **anagrams in context**, where a scrambled word must be unscrambled to complete a sentence sensibly.

Questions 16-20 test **code-breaking skills**, where students deduce a substitution cipher from one example and apply it to a new word. Questions 21-26 form a single

crossword-style grid puzzle in which six words must be placed horizontally or vertically, with one letter provided as a clue. Questions 27-30 ask for a word that forms compound words with four given words (for example, 'air' combines with 'line', 'bag', 'port', and 'tight').

The middle sections (31-35, 36-40, 41-45) cover word-pair patterns, number sequences, and functional relationships between numbers. Later questions (46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-77) test missing-letter deduction, letter transfer between words, synonym identification, hidden words spanning two consecutive words, classification (finding two words that differ from the other three), sentence correction, cloze-style sentence completion, and a final trio of age-based logic problems (78-80). Each question type appears in a distinct block, so students know when they are moving to a new format.

Topics covered

- Anagram recognition: identifying which two words from a list of five are composed of exactly the same letters, testing letter-frequency awareness and mental rearrangement
- Letter-series completion: spotting alphabetical patterns (e.g. alternating forward and backward steps) to find the missing pair in a sequence
- Contextual anagram solving: unscrambling capitalised words within sentences to restore meaning, requiring vocabulary knowledge and contextual reasoning
- Substitution cipher decoding: deducing a letter-shift or substitution rule from one coded word and applying it to encode a new word
- Crossword-style word fitting: arranging six five-letter words on a grid so that they interlock correctly, using one given letter as a clue
- Compound-word identification: finding a single word that forms valid compound words with each of four given words (e.g. 'down' with 'fall', 'hill', 'pour', 'stairs')
- Word-pair pattern extraction: identifying a hidden word formed by removing certain letters from a longer word, then applying the same rule to a third word
- Number-sequence completion: spotting arithmetic or alternating patterns in sequences of integers to find the missing term
- Functional number relationships: determining the arithmetic operation (e.g. division, subtraction, square root) that relates three numbers in a bracket triplet
- Missing-letter word recovery: identifying three consecutive missing letters in a capitalised word within a sentence, where those letters spell a valid three-letter word
- Letter transfer between words: moving one letter from the first word to the second to form two new valid words without rearranging any remaining letters
- Synonym matching: selecting one word from each bracketed set that are closest in meaning, testing nuanced vocabulary and semantic awareness
- Hidden four-letter words: finding a four-letter word that spans the end of one word and the beginning of the next within a sentence
- Classification and odd-one-out: identifying two words from a list of five that differ from the other three in category, part of speech, or semantic pattern
- Sentence correction: spotting two words that need to swap places to restore grammatical sense and logical meaning to a sentence
- Cloze sentence completion: choosing three words from bracketed options to fill gaps in a sentence so that it makes sense
- Age-based logic problems: reading a short narrative about family ages and using proportional reasoning to calculate ages at different points in time

How to use this paper for revision

- Practise anagram recognition by writing out the alphabet tally for each word (count each letter) to confirm exact matches, rather than relying on visual scanning alone.
- For letter-series questions, annotate the alphabet strip provided on the page: mark forward and backward steps with arrows and numbers to make the pattern visible.
- When unscrambling words in context, read the whole sentence first to predict the missing word's meaning, then check if your unscrambled answer fits grammatically and semantically.
- In code questions, write out the alphabet and the coded example directly underneath it to spot the shift or substitution rule (e.g. each letter moves forward two places).
- For the crossword grid (Questions 21-26), start by placing the longest words or those with unusual letters (e.g. Y, Z, Q), then fit shorter words around them using the given clue letter.
- In compound-word tasks, try each option in turn with all four given words to check that every combination forms a genuine compound; one partial match is not enough.
- For word-pair extraction (Questions 31-35), circle or highlight the letters that remain in the second word, then apply exactly the same removal rule to the third word.

Common mistakes to avoid

- Confusing anagrams with near-anagrams: students often pick two words that share most letters but differ by one (e.g. FASTER and FEASTS differ by one letter), so count every letter carefully.
- Misreading letter-series directions: failing to notice that some sequences alternate between two separate progressions (e.g. YB, WD means Y decreases and B increases independently).
- Inventing plausible but non-existent words when unscrambling: always double-check that your answer is a real word spelled correctly (e.g. OTPAET unscrambles to TEAPOT, not POETTA).
- Applying the wrong cipher direction: if FUND becomes HWPF, students sometimes encode MIND by shifting the opposite way; always re-check the direction and magnitude of the shift.
- Forcing words into the crossword grid without checking all intersections: one incorrect placement cascades into multiple errors, so verify every crossing letter before committing.
- Overlooking context in sentence correction (Questions 71-75): swapping words that restore grammar but produce a nonsensical or unnatural sentence (e.g. 'calm seas' versus 'small boat').

Exam technique

Work through the paper in order rather than skipping around, because each section introduces a new question type and the worked examples at the start of each block provide essential clues about what the task requires. Spend no more than **40 seconds per question** on average; if you cannot see the answer within that time, mark the question number lightly in pencil and return to it after completing easier questions.

For timed practice, aim to finish the first 30 questions in roughly 15 minutes, leaving 35 minutes for the remaining 50 questions and a few minutes at the end for checking. Questions 21-26 (the crossword grid) may take longer than others, so budget two to three minutes for that block. In code questions (16-20) and number-relationship questions (41-45), write out your working in the margin or on rough paper; examiners award marks for correct answers only, but your working helps you spot mistakes when reviewing.

If you are using this paper for independent practice, mark your answers against the separate mark scheme and review every error carefully. For each mistake, identify whether you misread the question, miscalculated, misapplied a rule, or simply did not

know the vocabulary or concept. Group your errors by type (e.g. all anagram errors, all number-sequence errors) to reveal which question formats need further targeted practice. If you score below 60 out of 80, repeat the paper after a week of focused revision on your weakest question types.

What to revise alongside this paper

Alongside this verbal reasoning paper, practise **non-verbal reasoning** (spatial pattern recognition, matrix completion, and series problems) because many GL Assessment 11-Plus exams combine both verbal and non-verbal sections in a single sitting. Strengthen your **vocabulary** by reading widely (newspapers, classic children's novels, and non-fiction) and keeping a word journal for unfamiliar terms; many synonym and context questions require a broad lexicon rather than just pattern-spotting ability.

Review **basic arithmetic** (times tables up to 12, square numbers up to 15, simple division, and subtraction) because number-sequence and functional-relationship questions demand quick mental calculation. If you struggled with Questions 78-80 (age problems), practise algebraic thinking by setting up simple equations (let the sister's current age be x , then express everyone else's age in terms of x) and work through similar logic puzzles in Bond or CGP 11-Plus problem-solving books.

For further challenge, attempt GL Assessment **familiarisation papers** available on the GL website, which replicate the exact format and difficulty of real 11-Plus papers. Once comfortable with this 80-question format, practise under stricter time pressure (aim for 45 minutes instead of 50) to build speed and confidence for exam day.

Key terms

Anagram, Letter series, Substitution cipher, Compound word, Word pair, Number sequence, Functional relationship, Hidden word, Synonym, Classification, Cloze test, Logic problem, Proportional reasoning, Alphabetical progression, Semantic context

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VERBAL REASONING PRACTICE TEST 1

ANSWERS

1. FEASTS, SAFEST
2. WOLVES, VOWELS
3. MARINE, REMAIN
4. AIDES, IDEAS
5. TABLET, BATTLE
6. SH
7. STU
8. UVX
9. M
10. WD
11. GROCER
12. TEAPOT
13. SIXTEEN
14. RASPBERRY
15. APPOINTMENT
16. OKPF
17. ALJI
18. XGOX
19. UZXV
20. RTYJ

21-26.

D	I	S	C	O
R		T		A
A	B	Y	S	S
M		L		I
A	R	E	A	S

27. down
28. book
29. head
30. board
31. LIT
32. NEST
33. EAST
34. SEAM
35. EATS
36. 16
37. 37
38. 746
39. 90
40. 7

41. 3
42. 1
43. 4
44. 9
45. 12
46. KIN
47. TAN
48. PAN
49. TAR
50. RID
51. SPED, FEASTING
52. TAIL, DROVE
53. WAR, DOUR
54. LAMP, CLEVER
55. JUT, SCARED
56. EARTH, SOIL
57. CIRCLE, RING
58. SHUN, AVOID
59. FOLLOW, SUCCEED
60. INSANE, DERANGED
61. door
62. rage
63. gear
64. shin
65. gels
66. FLOWER, PEA
67. EAT, FIND
68. GOOD, DIFFICULT
69. BIOGRAPHY, GLOSSARY
70. HUG, SING
71. pot, colourful
72. boat, seas
73. by, should
74. throughout, remains
75. new, very
76. hello, pull, kerb
77. writing, wearing, glasses
78. 23
79. 23
80. 44

Answer-Key Notes: 11+ Verbal Reasoning Answers (Test 1)

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 answer key provides the correct response for each of the 80 questions. When marking, award one mark per question and note any patterns in the errors: **careless mistakes cluster around rushed reading or code-tracking**, whilst genuine gaps appear in anagram recognition (Q1-5), letter-sequence logic (Q6-10), or synonym matching (Q56-60).

Distinguish between slips and deeper misunderstandings. If a child writes 'LAMP, CLOVER' instead of 'LAMP, CLEVER' at Q54, they understood the task but misread the second word. If they write two unrelated words, they have not grasped the move-one-letter principle.

Use the worked examples below when the reason for an answer is not immediately obvious. **Every explanation ties the answer back to the rule or pattern** governing that question type, so the child learns the method, not just the single instance.

Score interpretation

This 80-mark paper samples ten distinct verbal-reasoning skills. A score of 64 or above (80 per cent) suggests readiness for selective-entry papers under timed conditions. Between 48 and 63 marks indicates solid foundations with room to tighten technique, especially in the code questions (Q16-20) and the hidden-word tasks (Q61-65), where small oversights cost marks quickly.

Below 48 marks usually means the child needs more practice in at least half the question types. Check which sections fell below 50 per cent: anagrams, sequences, word-in-word extraction, synonym pairs and the compound-word tasks each test different faculties, so **a low score rarely signals a single weakness**.

The final five questions (Q76-80) combine vocabulary selection with logical inference about ages. Children who score well elsewhere but stumble here may need explicit practice in multi-step word problems, where reading carefully matters as much as calculation.

Worked examples

Anagrams and letter rearrangement, Q1-5

Marks are lost when children compare only the first few letters instead of counting every letter in both words. The instruction says 'exactly the same letters', so FASTER and FEASTS cannot both be correct because FASTER has an R that FEASTS lacks. Systematic letter-by-letter checking, or writing each word's letters in alphabetical order, prevents these errors.

Q5 : TABLET, BATTLE

Both words contain T-A-B-L-E-T in different orders. TREBLE has an R and an extra E, so it cannot match. TRIBES has I and S instead of L and extra T. **Always verify every letter**, not just the common ones.

Letter sequences, Q6-10

Each sequence follows a rule applied to *both* letters in the pair. A common error is spotting the pattern for one letter and guessing the other. **Write out intermediate steps on paper**: if the first letter moves back two and the second forward two, apply those shifts to every pair in the series before choosing your answer.

Q6 : SH

The first letter decreases by two each time (Y, W, U, S, Q, O) and the second increases by two (B, D, F, H, J, L). The missing pair is SH. Children who write SI have applied only one rule.

Q9 : M

The pattern alternates single letters with doubled and tripled versions, advancing by three in the alphabet each time: G, II (I repeated twice), LLL (L repeated three times), then M (single), then OO, RRR. The logic combines **both letter position and repetition count**.

Code breaking, Q16-20

Map each given letter to its code equivalent before attempting the target word. **Write the alphabet above the code alphabet** so you can track the shift or substitution rule. Reversals, forward shifts and backward shifts all appear, and the rule changes from question to question. Applying the wrong question's rule is the single largest source of lost marks here.

Q16 : OKPF

FUND becomes HWPF, so F→H (+2), U→W (+2), N→P (+2), D→F (+2). Every letter shifts forward two places. Applying the same rule to MIND: M→O, I→K, N→P, D→F, giving OKPF.

Q18 : XGOX

YEAR becomes ZGDV: Y→Z (+1), E→G (+2), A→D (+3), R→V (+4). The shift increases by one at each position. For WELT: W→X (+1), E→G (+2), L→O (+3), T→X (+4), so XGOX. **Non-uniform shifts require separate calculation per letter.**

Crossword grid, Q21-26

Place the longest word first, using the given letter as an anchor. Then fit words that share intersecting letters. **Check every crossing:** if DISCO crosses ABYSS at the S, that S must appear in both words at the correct position. Errors happen when children place a word without verifying the cross-letter.

Q21-26 : DISCO (row 1), DRAMA (column 1,3,5), ABYSS (row 3), AREAS (row 5)

The clue letter L is not in any of the words, so it likely appears in black squares. ABYSS and AREAS are both five letters; DISCO, DRAMA, STYLE and OASIS vary. **Start with five-letter words in the five-column rows**, then fit the verticals.

Compound words, Q27-30

The linking word must form a valid compound with all four given words. Test each candidate by saying the compounds aloud: 'downfall', 'downhill', 'downpour', 'downstairs'. **If even one pairing sounds incorrect, the answer is wrong.** 'Rainfall' works but 'rainhill' does not, so 'rain' cannot be correct at Q27.

Q30 : board

Cupboard, blackboard, whiteboard, surfboard. Each compound is a common noun. 'Surf' fails because 'cupsurf' is not a word. Always check **all four** combinations.

Word within word, Q31-35

The hidden word uses letters from the first word in their original order. For CHALET → HAT, remove C, L, E. Apply the same removal pattern across the set. **Children often rearrange letters or insert extras;** the instructions forbid both. Only deletion is allowed, and the remaining letters must stay in sequence.

Q32 : NEST

WRESTLER → REST (remove W, L, E, R at positions 1, 5, 7, 8). SWIRLING → GIRL (remove S, W, I, N at positions 1, 2, 5, 8). QUESTION → NEST (remove Q, U, I, O at positions 1, 2, 5, 7), keeping N, E, S, T in order.

Move one letter, Q51-55

Transfer exactly one letter from the first word to the second, creating two new valid words. The moved letter can go anywhere in the second word, but **no rearrangement is permitted in either word**. Check that both results are real words; invented words score zero even if the move follows the rule.

Q51 : SPED, FEASTING

Move E from SPEED to FASTING, giving SPED (a valid past tense) and FEASTING (a valid present participle). The E slots in after the A. Children who write SPEE, DFASTING have created a non-word.

Closest meaning (synonyms), Q56-60

Pick the pair of words that are nearest in meaning, even if they are not perfect synonyms. **Test each possible pairing** before deciding. At Q60, INSANE and DERANGED both mean 'mad', whilst SANE means the opposite; only one pair shares meaning.

Q59 : FOLLOW, SUCCEED

In the sense 'come after', FOLLOW and SUCCEED are synonyms. EVOLVE means 'develop', PROGRESS means 'advance', DEVOLVE means 'transfer downward', ARRIVE means 'reach'. Only FOLLOW and SUCCEED share the **same core definition**.

Hidden four-letter word, Q61-65

The word spans the end of one word and the start of the next, with no letters skipped. At Q61, 'to do or' contains **DOOR** (do-or). Read each sentence aloud slowly, listening for the break between words, then write down the candidate and check it is a real word.

Q63 : gear

'this page are' contains PAGE and GARE; GARE is not a word. 'page are' gives GEAR, which is. Always **try the junction in both directions** if the first attempt fails.

Word problems, Q78-80

Draw a timeline or table showing each person's age at a key moment (here, when the sister was born). **Fix one event as year zero** and work forwards or backwards from there. The arithmetic is simple; errors happen when children misread 'my brother was 6 when my sister was born' as 'my brother *is* 6'.

Q80 : 44

When the sister was born: brother was 6, father was $5 \times 6 = 30$. Now the brother is 20, so 14 years have passed. The father is now $30 + 14 = 44$. **Always anchor your calculation to the given 'when' moment.**

Next steps

Review every incorrect answer by re-reading the question and comparing the correct answer to what was written. **If the mistake was a misread instruction, practise reading questions aloud.** If it was a logical error (wrong code shift, missed letter in an anagram), work through three similar questions slowly, checking each step. Group errors by question type: a child who missed four out of five code questions needs focused code practice, not general revision.

If the score is above 70, try a second paper under strict time limits (50 minutes, as the rubric suggests) to simulate exam pressure. If the score is below 50, spend a week on the two weakest question types before attempting a full mixed paper again. **Targeted practice beats repeated whole-paper attempts** when foundations are still forming.

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