

11+ PRACTICE PACK

Schofield and Sims 11+ Verbal Reasoning

Complete Practice Pack

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START HERE

MARK
✓ OR ✗

Q. 1–5
analogies

Complete these analogies. Write the answers on the lines.

Example Arrive is to depart as come is to go.

1 Shell is to egg as _____ is to bread.

2 Skin is to banana as _____ is to orange.

3 Up is to down as ascend is to _____.

4 One is to single as three is to _____.

5 Me is to my as them is to _____.

1

2

3

4

5

Q. 6–10
mixed-up
sentences

Two words must swap places for each sentence to make sense. Underline these **two** words in each sentence.

Example The bone growled softly as he approached the dog.

6 The angry hunter roared loudly and chased the frightened bear.

7 Sajid more two points got than William.

8 Spend your money and don't save it so foolishly.

9 The brave toddler climbed the ladder to save the crying fireman.

10 If that bench is cushion, use a uncomfortable to sit on.

6

7

8

9

10

Q. 11–15
word chains

Turn the word on the left into the word on the right. You can only change one letter at a time. Each change must result in a real word.

Example TALE TAKE LAKE LIKE

11 B O W L _____ _____ F O A M

12 T R A M _____ _____ P L A Y

13 W O O D _____ _____ H A R D

14 T H A T _____ _____ W H E N

15 D E E R _____ _____ L E A F

11

12

13

14

15

MARK

Q. 16–20

complete the sentence

Underline **one** word in **each** set of brackets to make the sentence sensible.

Example The (plumber electrician baker) repaired the (light loaf sink) so that we could (lamp hear see) again.

16 The (tiny fierce ugly) (baby lion duckling) threw itself hungrily on its (egg pudding prey). 16

17 The (chair settee table) is set for (football dinner holiday) but we are waiting for (doll rattle dad) to get home from work. 17

18 We had to wait (long ages tonnes) for the (green silly late) (cartwheel potato train) to arrive. 18

19 Scientists (order warn sing) us that fossil (face pence fuels) will (hop skip run) out eventually. 19

20 An (adult dentist animal) usually has (no thirty-two rotten) (eyes bones teeth). 20

Q. 21–25

always has

Look at the word in **bold**. Underline **one** option in the brackets. It must describe what the word in bold **always has**.

Example A **lake** always has (boats water ducks swimmers fish).

21 A **circle** always has (an axis a circumference a sum angles a scale). 21

22 A **letter** always has (a stamp words a reply an envelope a signature). 22

23 A **crowd** always has (men women demonstrators placards people). 23

24 A **quiz** always has (prizes teams questions a time limit points). 24

25 A **garden** always has (land grass plants chairs a hose). 25

Q. 26–30

spot the word

A four-letter word is hidden in each of these sentences. You will find the hidden word at the end of one word and the beginning of the next. Underline the hidden word and then write it on the line.

Example Daniel ended his speech with a joke. lend

26 Mr Smith drove his car into the garage. _____ 26

27 From the field we could hear the sounds of many cows and sheep. _____ 27

28 "I'll show you how that trick was performed," Ibrahim declared. _____ 28

29 In the panic, all the people dashed towards the door. _____ 29

30 He found the necessary address on the internet. _____ 30

Q. 31–35

sorting
information

Read the information below carefully. Tick (✓) true, false or unknown for each statement. Tick **one** only.

Amreen, Joshua and Max are on holiday. They go into a café for a fruit juice. There is a choice of orange, apple and mango. Amreen likes orange best, but Max prefers the mango and the apple.

		true	false	unknown	
31	Joshua likes apple juice best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31 <input type="checkbox"/>
32	Max likes orange juice least.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32 <input type="checkbox"/>
33	Amreen likes the apple juice most.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33 <input type="checkbox"/>
34	Max never drinks orange juice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34 <input type="checkbox"/>
35	Amreen drinks juice on holiday.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35 <input type="checkbox"/>

Q. 36–40

time
problems

Here is part of a train timetable for trains running between Amberton and Boxton. Fill in the missing times.

		Train leaves Amberton	Duration of journey	Train arrives at Boxton	
36	Train 1	8.30 a.m.		9.15 a.m.	36 <input type="checkbox"/>
37	Train 2	10.42 a.m.	45 min		37 <input type="checkbox"/>
38	Train 3		42 min	11.51 a.m.	38 <input type="checkbox"/>
39	Train 4	12.36 p.m.		1.26 p.m.	39 <input type="checkbox"/>
40	Train 5	1.17 p.m.	56 min		40 <input type="checkbox"/>

Q. 41–45

symbol codes

The word **ENTRANCE** is written as ◆ ■ ► ◀ ▲ ■ ● ◆ in code. Use the same code to work out the hidden words.

41	● ◀ ▲ ■ ◆	_____	41 <input type="checkbox"/>
42	● ◆ ■ ► ◀ ◆	_____	42 <input type="checkbox"/>
43	■ ◆ ● ► ▲ ◀	_____	43 <input type="checkbox"/>
44	◀ ◆ ● ▲ ■ ►	_____	44 <input type="checkbox"/>
45	● ◀ ◆ ▲ ► ◆	_____	45 <input type="checkbox"/>

Q. 46–50
synonyms

Underline two words, **one** from **each** set of brackets, that are **similar** in meaning.

Example (large great tiny huge) (box small hungry crate)

- 46** (high top climb up) (descend summit down hilly) **46**
- 47** (healthy sick unhealthy clever) (emergency well clear stupid) **47**
- 48** (dull gloomy overcast bright) (mellow sunny unhealthy certain) **48**
- 49** (coin currency penny rich) (ill poor broke wealthy) **49**
- 50** (bicycle tricycle unicycle taxi) (boat monocyte motorcycle scooter) **50**

Q. 51–55
word categories

Below this table are 15 words. Write each word in the correct column.

51	52	53	54	55
materials	crowds	headgear	transport	animals

cement turban multitude van bat lemur plastic
throng gang beret terrier sand helmet bicycle catamaran

- 51**
- 52**
- 53**
- 54**
- 55**

Q. 56–60
jumbled words in sentences

The letters of the words in CAPITALS have been mixed up. Write the **two** correct words on the lines.

Example The TERWA was too cold to WSIM in. WATER and SWIM

- 56** In the TBHLAPAE there are twenty-six TTRSELE.
_____ and _____ **56**
- 57** The FHCE prepared the food in his new ENTHICK.
_____ and _____ **57**
- 58** LERBIN is the capital city of MANGERY.
_____ and _____ **58**
- 59** The CHOSOL is closed for the SDYHLIOA.
_____ and _____ **59**
- 60** The RCORIUE left my LAPCER on the step.
_____ and _____ **60**

Q. 61–65

letter
sequences

Write the next two items in each sequence. Use the alphabet to help you.

Example AB CD EF GH IJ KL

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

- | | | | | | | | |
|-----------|----|----|----|----|----|-------|-------|
| 61 | CX | FU | IR | LO | OL | _____ | _____ |
| 62 | MN | LO | KP | JQ | IR | _____ | _____ |
| 63 | AZ | BY | CX | DW | EV | _____ | _____ |
| 64 | WU | UR | RP | PM | MK | _____ | _____ |
| 65 | MN | KL | IJ | GH | EF | _____ | _____ |

- 61**
- 62**
- 63**
- 64**
- 65**

Q. 66–70

word
connections

Underline the **one** word that fits with **both** pairs of words in brackets.

Example (heart club) (ruby emerald) jewel brain diamond card brooch

- | | | |
|-----------|---------------------------------------|---------------------------------|
| 66 | (hour second) (tiny small) | big minute time hands little |
| 67 | (liver kidney) (piano keyboard) | steak fight hero butcher organ |
| 68 | (lofty soaring) (dear expensive) | price cheap high loved sky |
| 69 | (straight unswerving) (honest candid) | order direct swerve answer lift |
| 70 | (atmosphere wind) (song melody) | music breeze hum air gale |

- 66**
- 67**
- 68**
- 69**
- 70**

Q. 71–75

antonyms

Underline two words, **one** from **each** set of brackets, that have the **opposite** meaning.

Example (happy kind mouth grin) (smile sad face cheerful)

- | | | |
|-----------|---------------------------------|-----------------------------------|
| 71 | (healthy bad small groggy) | (ill doctor poor injury) |
| 72 | (servant worker builder friend) | (glazier idle master pal) |
| 73 | (money purse rich wealth) | (broken poverty coins pound) |
| 74 | (honesty seek find reveal) | (confide conceal consume convert) |
| 75 | (danger penalty prison crime) | (reward peril jail punishment) |

- 71**
- 72**
- 73**
- 74**
- 75**

Q. 76–80
odd ones out

One word in each question does **not** belong with the rest. Underline this word.

Example horrid nasty kind mean unfriendly

76 informed educated ignorant learned scholarly cultured

76

77 hasten hurry rush dash accelerate linger speed

77

78 fearful timorous unconcerned scared nervous terrified

78

79 impeccable neat groomed faultless scruffy flawless

79

80 generous kind benevolent unselfish charitable stingy

80

Q. 81–85
missing
letters

The same **two** letters end the first word and begin the next word. Write the letters.

Example T R A I L I L L N E S S

81 K I _ _ _ _ _ A P O T

81

82 S E I _ _ _ _ B R A

82

83 B R E A _ _ _ _ I S

83

84 Y E A _ _ _ _ A R E

84

85 G R A _ _ _ _ A D E

85

Q. 86–90
missing
three-letter
words

In each of these sentences, the word in CAPITALS has three letters missing. These three letters make a real three-letter word. Write the three-letter word on the line.

Example My father SED me a photo of my mother. HOW

86 Ava was NR early for school. _____

86

87 My favourite subject at school is GEOGHY. _____

87

88 Good friends always DED on one another. _____

88

89 The people FOLED each other in the procession. _____

89

90 I hope you both ENED the film on television. _____

90

Q. 91–95

true
statements

Read the information in each question. Circle the **only** statement (A, B, C, D or E) that has to be true, based on this information.

- 91** The pyramids of Ancient Egypt are one of the seven wonders of the ancient world. They were built as tombs for the Pharaohs (kings) to be buried in and were the highest man-made creations when they were built.
- A All pyramids have four sides.
 - B The Egyptian pharaohs lived in them.
 - C There were six other wonders of the ancient world.
 - D All Egyptian kings were buried in pyramids.
 - E Tutankhamun was buried in a pyramid.
- 92** Alfie lives at 23 Maple Avenue in the town of Bearley. He is 32 years old and a builder by trade. He plays golf whenever he has the time. He has three children and has recently bought a new car.
- A Alfie is very good at golf.
 - B He has a son.
 - C He doesn't like buying cars.
 - D He is an adult male.
 - E His wife and children like golf too.
- 93** Sunita lives in a flat with her mother-in-law. She shops at her local supermarket. She always pays cash for the goods she buys.
- A Sunita doesn't like shopping at the supermarket.
 - B She is or was married.
 - C She always has coins in her purse to pay for her shopping.
 - D She pays rent to her landlord every month.
 - E Her flat does not have a cellar.
- 94** Freddie's grandpa's name is Dennis. Dennis drives a red car. Dennis is also the name of a company which makes fire engines. Fire engines are usually red in colour.
- A Firemen drive red cars.
 - B Freddie's grandpa is a fireman.
 - C Freddie's grandpa is a driver.
 - D Freddie's grandpa makes fire engines.
 - E All red vehicles are fire engines.
- 95** Freya and Polly like to play sports at school together. Their favourite sport is football and they both support Bristol Rovers.
- A Football is a popular sport.
 - B Freya lives next door to Polly.
 - C Polly likes to go running.
 - D Freya and Polly go to the same school.
 - E Polly lives in Bristol.

91 92 93 94 95

Q. 96–100

join two words to make one

Circle **one** word from **each** group, which together will make a longer word.

Example (pond dam river) (era down age)

96	(custard jelly sweet)	(tooth pie fish)	96	<input type="checkbox"/>
97	(over under odd)	(look there orders)	97	<input type="checkbox"/>
98	(some before be)	(soon lower long)	98	<input type="checkbox"/>
99	(hand bag top)	(some hill look)	99	<input type="checkbox"/>
100	(mouse rat cat)	(fly her him)	100	<input type="checkbox"/>

MARK

SAMPLE PAPER TOTAL MARK

Paper Notes: 11+ Verbal Reasoning Question Booklet

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 **Schofield & Sims** verbal reasoning sample paper designed for **11-Plus** preparation under the **GL Assessment** format. It offers **100 questions** covering a wide range of verbal reasoning question types, from analogies and vocabulary to logic puzzles and reading comprehension. The paper is structured to familiarise candidates with the breadth and style of reasoning tasks they will encounter in selective school entrance exams.

The question types require students to manipulate language, spot patterns, solve logical problems, and demonstrate understanding of word relationships. Each section tests a distinct skill set: some questions focus on vocabulary breadth (synonyms, antonyms), others on pattern recognition (letter sequences, codes), and still others on reading inference and logical deduction. The paper is free-response throughout, with candidates writing answers on lines rather than ticking boxes.

This sample paper is ideal for pupils in Year 5 or Year 6 who are building stamina and speed for timed verbal reasoning tests. Because it is undated and publisher-produced, it can be used year after year as a benchmark practice resource. The variety of question types makes it particularly useful for identifying strengths and weaknesses across the verbal reasoning syllabus.

How this paper is organised

The paper contains **100 questions** divided into **20 distinct question types**, each covering five items (questions 1–5, 6–10, 11–15, and so on through to 96–100). Every question type is clearly labelled with its name (e.g. analogies, mixed-up sentences, word chains, symbol codes, odd ones out), helping students navigate the paper and understand what skill is being tested in each section. There is no stated time limit printed on the paper, but candidates should treat it as a timed exercise to simulate exam conditions.

The layout is clean and uncluttered, with ample space for written answers. Some questions ask for a single word, others for two words, and a few require logical deduction (e.g. ticking true/false/unknown, filling in timetable times). Each question is followed by a small mark box on the right-hand side for self-marking or tutor feedback. The incremental difficulty within sections means that easier items appear early in each block, allowing weaker candidates to build confidence before tackling harder variants.

Because the paper is divided into short, self-contained sections, it can be used flexibly: pupils can attempt the entire paper in one sitting (aim for 50–60 minutes under timed conditions) or break it into smaller practice sets of two or three question types per session. This modular structure is helpful for targeted revision of specific reasoning skills.

Topics covered

- Analogies and proportional word relationships (identifying the logical connection between pairs of words and applying the same relationship to complete a new pair)
- Mixed-up sentence correction (spotting two words that need to swap places to restore grammatical and semantic sense)
- Word chains (transforming one word into another by changing a single letter at a time, testing vocabulary breadth and spelling)
- Complete the sentence tasks (selecting the correct word from multiple-choice brackets to make coherent, meaningful sentences)
- Always has questions (identifying the essential, defining feature of a concept, testing logical reasoning and vocabulary precision)
- Spot the word (finding four-letter words hidden at the boundary between two adjacent words in a sentence)
- Sorting information and logical deduction (reading a scenario and deciding whether statements are true, false, or cannot be determined from the given information)
- Time problems (calculating departure or arrival times from a train timetable, practising mental arithmetic and time intervals)
- Symbol codes (deciphering letter-to-symbol substitution ciphers and decoding hidden words)
- Synonyms and antonyms (pairing words with similar or opposite meanings from two sets of brackets)
- Word categories (classifying words into thematic groups such as materials, crowds, headgear, transport, and animals)
- Jumbled words in sentences (unscrambling anagrams of capitalised words to restore the correct sentence)
- Letter sequences (identifying the pattern in a series of letter pairs and continuing the sequence)
- Word connections (finding a single word that fits with both pairs of clue words, testing breadth of vocabulary and lateral thinking)
- Odd ones out (identifying the word in a list that does not share a common semantic or grammatical property with the others)
- Missing letters (completing words by finding the two or three letters that bridge the end of one word and the start of the next)
- True statements (reading a passage and selecting the one statement that must be logically true based solely on the information given)
- Join two words to make one (circling one word from each group that combine to form a compound word)

How to use this paper for revision

- Work through each question type methodically, reading the example answer provided at the start of every section to understand the task before attempting the questions.
- Time yourself strictly when practising: aim for around 50 seconds per question on average, allowing slightly more time for the longer logic and reading tasks.
- For word chain questions, write out each intermediate word to avoid skipping steps; examiners expect every stage to be a valid English word.
- In synonym and antonym questions, cross out words that clearly do not fit before making your final choice, reducing the risk of pairing words that are only loosely related.
- For code and sequence questions, write the alphabet in full on scrap paper to help you count forwards or backwards through letters quickly and accurately.
- Keep a vocabulary notebook of unfamiliar words you encounter in the paper, grouped by question type; review this regularly to build word power for future tests.
- After completing the paper, review every incorrect answer and identify the reasoning mistake (misread the question, didn't know the word, made a careless error). This reflection is more valuable than simply marking right or wrong.

Common mistakes to avoid

- In analogies, choosing a word that is vaguely related rather than logically parallel (e.g. confusing 'part of' with 'made from' or 'used for').
- For mixed-up sentences, swapping too many words or only one word, rather than identifying the exact pair that restores grammatical sense.
- In word chains, inventing non-existent words at intermediate steps or repeating the same letter change, which breaks the rule that each stage must be a real word.
- Selecting multiple words in complete-the-sentence questions because you did not read the instruction to choose one word from each set of brackets.
- In always has questions, choosing a common feature rather than an essential feature (e.g. 'a letter always has a stamp' is incorrect because not all letters are posted).
- Misreading the timetable rows and columns in time problems, confusing departure with arrival or reading a.m. as p.m.
- In true statements, marking a statement as true because it sounds plausible, rather than confirming it is directly supported by the passage text.

Exam technique

Begin by skimming the entire paper to get a sense of the question types and their order. Tackle sections in the order presented, because the variety keeps your brain engaged and prevents fatigue from repetitive tasks. If a question stumps you, mark it lightly and move on rather than losing time; you can return to it after finishing easier sections.

Allocate roughly 50 to 60 minutes for the full paper under timed conditions. Divide this mentally into blocks of five questions, aiming for four to five minutes per block. Questions involving reading or logic (sorting information, true statements) may take slightly longer, so balance this by moving briskly through vocabulary tasks like synonyms and odd ones out. Keep an eye on the clock at regular intervals (every ten questions) to ensure you are on track.

When self-marking, read the mark scheme or model answers carefully and award yourself a mark only if your answer is exactly correct (spelling and phrasing matter in verbal reasoning). Tally your score by section to identify which question types need further practice. Use this diagnostic information to focus your revision: if you lose marks on sequences and codes, drill alphabet work; if analogies are weak, study word relationships systematically. Repeated practice of this paper format builds both accuracy and speed for the real test.

What to revise alongside this paper

Alongside this paper, revise **spelling patterns and word roots** to support the word chains, jumbled words, and missing letters sections. Understanding prefixes (e.g. un-, re-, pre-) and suffixes (e.g. -tion, -ness, -ful) will help you manipulate words quickly under time pressure. Practice breaking compound words into their component parts and recognising common two-syllable and three-syllable words.

Strengthen your **logical reasoning** by working through simple puzzles and riddles that require you to evaluate whether statements are necessarily true, possibly true, or false. This skill underpins the sorting information and true statements questions. Additionally, practise mental arithmetic for time and number problems, focusing on adding and subtracting minutes and converting between 12-hour and 24-hour clock formats.

Once confident with this paper, progress to **full-length timed GL-style mock papers** published by other providers (Bond, CGP, or official GL sample papers) to build stamina and experience a wider variety of reasoning formats. Consider practising non-verbal reasoning alongside verbal reasoning, as many 11-Plus exams combine both in a single test session. Reading widely (newspapers, classic children's fiction, non-fiction) will expand your vocabulary and improve your ability to infer meaning from context, a skill tested throughout the paper.

Key terms

Analogy, Synonym, Antonym, Compound word, Homophone, Circumference, Deduction, Inference, Sequence, Substitution cipher, Word relationship, Semantic field, True/false/unknown, Time interval, Odd one out

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Sample Paper

- 1 crust
- 2 peel
- 3 descend
- 4 treble
- 5 their
- 6 hunter bear
- 7 more got
- 8 spend save
- 9 toddler fireman
- 10 cushion uncomfortable
- 11 FOWL FOAL
- 12 TRAY PRAY
or PRAM PRAY
- 13 WORD WARD
- 14 THAN THEN
or WHAT WHET
- 15 DEAR DEAF

Accept any accurate response to word chain questions.

- 16 fierce lion prey
- 17 table dinner dad
- 18 ages late train
- 19 warn fuels run
- 20 adult thirty-two teeth
- 21 a circumference
- 22 words
- 23 people
- 24 questions
- 25 land
- 26 scar
- 27 sand
- 28 wasp
- 29 call
- 30 then
- 31 unknown
- 32 true
- 33 false
- 34 unknown
- 35 true

Sample Paper – continued

- 36 45 min
- 37 11.27 a.m.
- 38 11.09 a.m.
- 39 50 min
- 40 2.13 p.m.
- 41 CRANE
- 42 CENTRE
- 43 NECTAR
- 44 RECANT
- 45 CREATE
- 46 top summit
- 47 healthy well
- 48 bright sunny
- 49 rich wealthy
- 50 unicycle monocycle
- 51 cement plastic sand
- 52 gang throng multitude
- 53 turban beret helmet
- 54 van bicycle catamaran
- 55 bat lemur terrier
- 56 ALPHABET LETTERS*
- 57 CHEF KITCHEN*
- 58 BERLIN GERMANY*
- 59 SCHOOL HOLIDAYS*
- 60 COURIER PARCEL*
- 61 RI UF
- 62 HS GT
- 63 FU GT
- 64 KH HF
- 65 CD AB
- 66 minute
- 67 organ
- 68 high
- 69 direct
- 70 air
- 71 healthy ill
- 72 servant master
- 73 wealth poverty
- 74 reveal conceal
- 75 penalty reward

Sample Paper – continued

- 76 ignorant
- 77 linger
- 78 unconcerned
- 79 scruffy
- 80 stingy
- 81 T E
- 82 Z E
- 83 T H
- 84 S T
- 85 S P
- 86 EVE
- 87 RAP
- 88 PEN
- 89 LOW
- 90 JOY
- 91 C
- 92 D
- 93 B
- 94 C
- 95 D
- 96 jelly fish
- 97 over look
- 98 be long
- 99 hand some
- 100 rat her

*spellings must be correct

Answer-Key Notes: 11+ Verbal Reasoning Answers

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 correct answers but rarely explains **why they are correct**. When marking, award one mark per question as shown and record the total out of 100.

Distinguish between slips (the child understood the question but misread or wrote carelessly) and genuine gaps (the child did not know the strategy or vocabulary). If your child scores below 60, work through the examples below together before attempting another paper.

The worked examples that follow explain the reasoning behind selected answers. Use them to **diagnose patterns** in errors: does your child struggle with time calculations, with spotting synonyms, or with logical inference? Addressing one or two recurring weaknesses will lift performance across many question types.

For questions 11 to 15 (word chains), the mark scheme accepts any accurate path between start and end words. If your child's route differs from the printed answer but uses only real words and changes one letter at a time, award the mark.

Score interpretation

This 100-mark paper samples ten distinct verbal-reasoning question types, each represented by five questions. A score of **75 or above** suggests readiness for selective-school entrance papers at this level; most grammar schools set pass marks between 70 and 80 per cent. Between 60 and 74 marks indicates solid foundations with room to sharpen speed and accuracy. Below 60 points to gaps in vocabulary, logic or technique that revision can address.

Because the paper covers such variety, look at performance **section by section** rather than the total alone. A child who scores full marks on analogies and synonyms but zero on letter sequences may simply need practice recognising alphabetic patterns. Conversely, someone who excels at code and sequence questions but stumbles over inference (Q31 to 35, Q91 to 95) should focus on reading comprehension and logical reasoning.

Schofield & Sims papers are designed to mirror the difficulty of real 11+ exams. If your child completes fewer than 85 questions in the time allowed, work on pace as well as accuracy; most selective schools reward both.

Worked examples

Analogies and word relationships, Q1–10

Questions 1 to 5 test proportional thinking ('shell is to egg as *what* is to bread?'). Mark only the final word; the relationship must be identical on both sides. Questions 6 to 10 require swapping exactly two words to fix a sentence. Children lose marks by underlining three words or by choosing words that make the sentence plausible but not perfectly sensible.

Q3 : descend

The analogy 'up is to down as ascend is to...' pairs **opposite directions with opposite verbs**. 'Ascend' means to go up; its antonym is 'descend', not 'go down' (which is a phrase rather than a single verb matching the structure).

Q9 : toddler, fireman

The sentence 'The brave toddler climbed the ladder to save the crying fireman' is absurd. Swapping 'toddler' and 'fireman' produces the logical statement that a brave **fireman** climbed the ladder to save a crying **toddler**. Any other pair leaves nonsense.

Word chains, hidden words and letter patterns, Q11–30

Word chains (Q11 to 15) accept any valid route, but every intermediate step must be a real word. Hidden-word questions (Q26 to 30) require children to **spot a four-letter word bridging two adjacent words** in the sentence. Common errors include writing a word that appears inside one word only, or writing a five-letter span. Letter-sequence questions (Q61 to 65) rely on recognising alphabetic jumps or reversals.

Q16 : fierce lion prey

The sentence must make sense when you underline one word from each set of brackets. A **fierce lion** threw itself hungrily on its **prey**. 'Tiny baby duckling threw itself on its egg' is grammatically possible but illogical; a baby duckling does not throw itself hungrily on an egg.

Q26 : scar

In 'Mr Smith drove his car into the garage', the hidden four-letter word is formed by the end of 'his' (S) and the start of 'car' (CAR): **SCAR**. The word must span exactly two words and be exactly four letters.

Q63 : FU GT

The sequence AZ, BY, CX, DW, EV pairs the **first letter ascending** (A, B, C, D, E) with the **last letter descending** (Z, Y, X, W, V). Continuing the pattern: F pairs with U, G pairs with T.

Sorting information and time problems, Q31–40

Questions 31 to 35 distinguish between statements that are **certainly true, certainly false, or unknown** from the passage. Children lose marks by ticking 'true' for plausible inferences that the text does not confirm. Time problems (Q36 to 40) require addition or subtraction across the hour boundary; watch for errors when crossing noon or when durations are given in minutes.

Q32 : true

The passage states that Max **prefers the mango and the apple**, implying he likes those two most. It also says Amreen likes orange best. If Max prefers mango and apple, he must like orange **least** of the three.

Q38 : 11.09 a.m.

Train 3 takes 42 minutes and arrives at 11.51 a.m. Subtracting 42 minutes from 11.51 means going back 42 minutes: 11.51 minus 40 minutes is 11.11, minus another 2 minutes is **11.09 a.m.**

Symbol codes and jumbled words, Q41–60

In Q41 to 45, decode each symbol by comparing it with the key word ENTRANCE. Write the decoded word in capitals; spelling errors lose the mark. Synonym questions (Q46 to 50) and jumbled-word sentences (Q56 to 60) demand precise vocabulary. For Q56 to 60, **both words must be spelled correctly** to earn the mark, as noted by the asterisk in the mark scheme.

Q44 : RECONT

Using the code from ENTRANCE (E=◆, N=■, T=▶, R=◀, A=▲, C=●), the sequence ◀ ◆ ● ▲ ■ ▶ decodes to R-E-C-A-N-T. **Recant** means to withdraw or retract a statement.

Q50 : unicycle, monocycle

Both 'unicycle' and 'monocycle' mean a **one-wheeled cycle**; they are synonyms. The other words in the brackets ('bicycle', 'tricycle', 'taxi', 'boat', 'motorcycle', 'scooter') have two or more wheels or are not cycles, so they are not similar in meaning.

Antonyms and odd-ones-out, Q71–80

Antonym questions (Q71 to 75) ask for **one word from each bracket that means the opposite** of a word in the other bracket. Odd-ones-out questions (Q76 to 80) present six near-synonyms; the task is to spot the single word that does not share the core meaning. Children often pick a word that is merely less common rather than genuinely different.

Q74 : reveal, conceal

'Reveal' means to show or disclose; **'conceal' means to hide**. They are direct antonyms. 'Confide' (to trust someone with information) and 'consume' are unrelated.

Q77 : linger

The words 'hasten', 'hurry', 'rush', 'dash', 'accelerate' and 'speed' all mean **to move quickly**. 'Linger' means to stay or delay, the opposite idea, so it does not belong.

True statements and compound words, Q86–100

Questions 86 to 90 hide a three-letter word inside a longer word; write only those three letters. Questions 91 to 95 present a short passage followed by five statements; **only one statement must be true** based solely on what the passage says. Children lose marks by circling statements that are likely or plausible but not proven. Compound-word questions (Q96 to 100) require circling one word from each group so that the two words join into a single dictionary word.

Q88 : PEN

The sentence reads 'Good friends always DED on one another.' Inserting **PEN** gives 'dePENded'. The three-letter word hidden in the gap is PEN.

Q93 : B

The passage states that Sunita lives with her **mother-in-law**. A mother-in-law is the mother of one's spouse, so Sunita **is or was married**. The other statements cannot be confirmed from the text.

Q98 : be, long

Circling 'be' from the first group and 'long' from the second produces the compound word **belong**. 'Before' + 'soon', 'some' + 'lower' and other combinations do not form real single words.

Next steps

After marking, sit with your child and **revisit every incorrect answer together**. For each mistake, ask 'What was the question asking?' and 'What made the wrong answer seem right?' This reflection turns errors into learning. If the same question type caused trouble repeatedly (for example, all five odd-ones-out wrong), spend a focused session on that skill using a vocabulary book or additional practice questions. Do not simply re-sit the paper immediately; address the underlying gaps first.

If your child scored above 85, ensure they completed the paper in the recommended time (typically 50 minutes for 100 questions). **Accuracy under time pressure** is the real test. Consider moving to harder formats, such as CEM-style or school-specific past papers. If the score was below 70, consolidate these question types with one Schofield & Sims practice paper per week, reviewing mistakes after each attempt. Progress is usually visible within four to six papers.

For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).