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Year 3

11+ practice and preparation guides

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Year 3

Non verbal reasoning worksheet

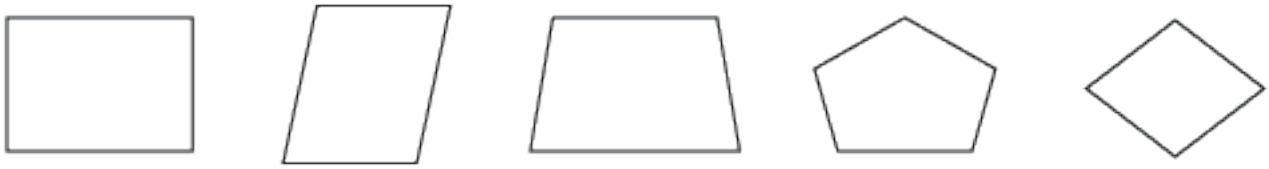
Identify the odd one out using counting methods

Welcome shape sorter.

We're in a bit of a tricky situation, our shape sorting robot seems to have malfunctioned and not sorted the shapes correctly.

Could you help us find the odd one out and help solve this puzzle?

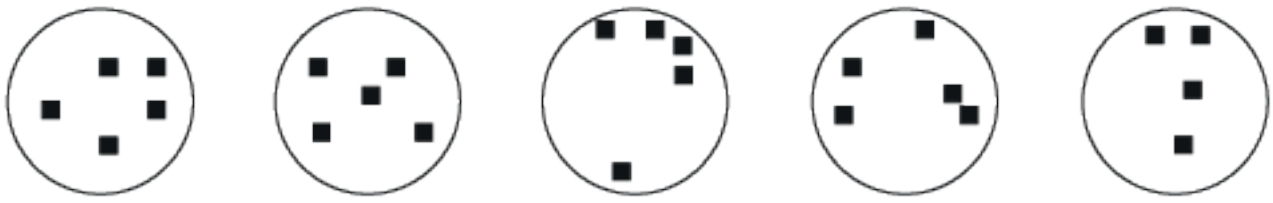
Which of the shapes below is the odd one out and doesn't fit well with the others?



a) b) c) d) e)

First, we need to look for something that four of the shapes have in common.
It is always a good idea to count the number of sides first.
Shapes a, b, c and e all have four sides and we call these shapes quadrilaterals.
So shape d is the odd one out as it has five sides.

Let's try another one together:
Which shape below is the odd one out?



a) b) c) d) e)

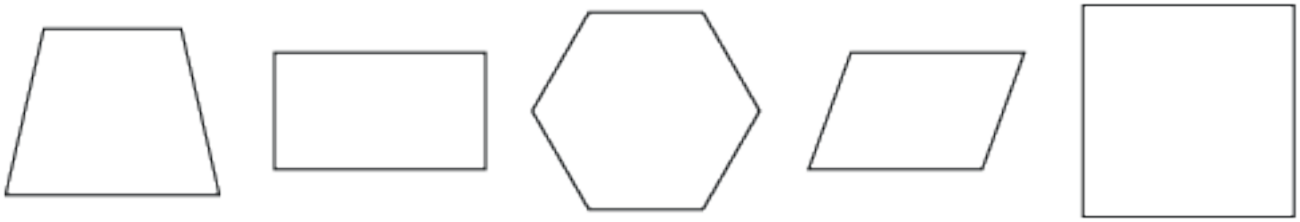
First, we need to look for something that four of the shapes have in common.
All of the shapes are circles with squares inside. It's always a good idea to see if there is anything we can countin this type of question. What could we count? If you count the number of squares, you will notice that shapes a, b, c and d all have five squares inside them. This means that shape e is the odd one out as it has only four squares in the middle not five.

It's now your turn to identify the odd shape.
The theme is counting so always be on the lookout for what you can count.

Good luck shape sorter!

Question 1:

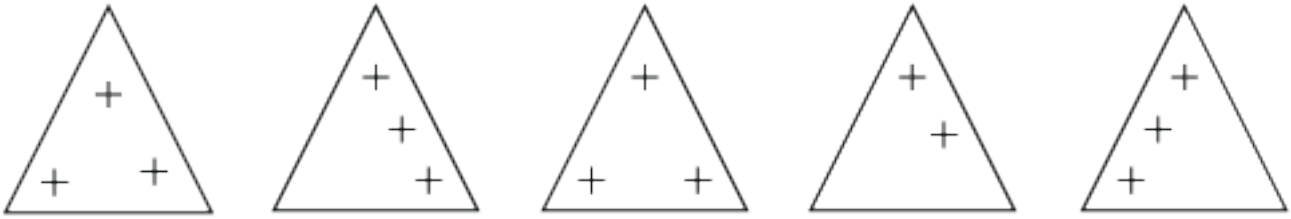
Which of the shapes below is the odd one out and doesn't fit well with the others?



a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Question 2:

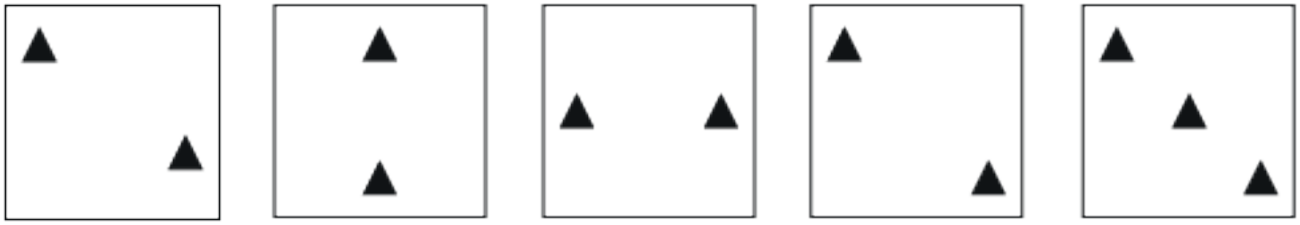
Which of the shapes below is the odd one out and doesn't fit well with the others?



a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Question 3:

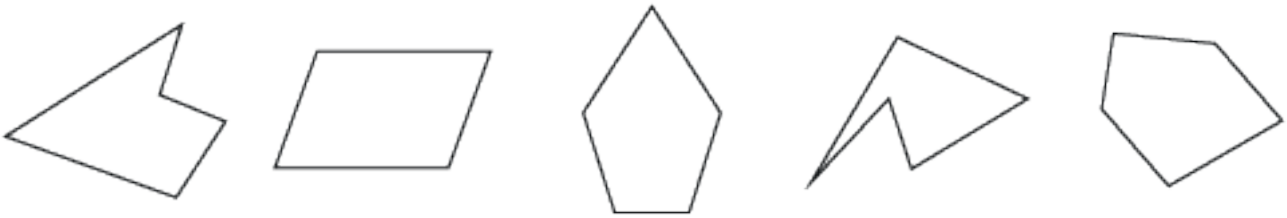
Which of the shapes below is the odd one out and doesn't fit well with the others?



a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Question 4:

Which of the shapes below is the odd one out and doesn't fit well with the others?



a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

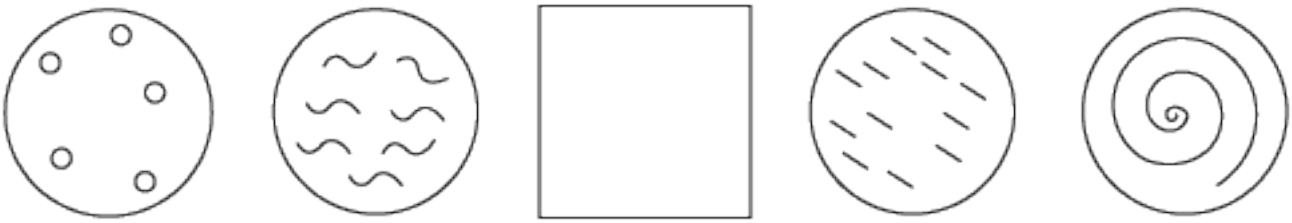
Question 5:

Which of the shapes below is the odd one out and doesn't fit well with the others?

a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Question 6:

Which of the shapes below is the odd one out and doesn't fit well with the others?



a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

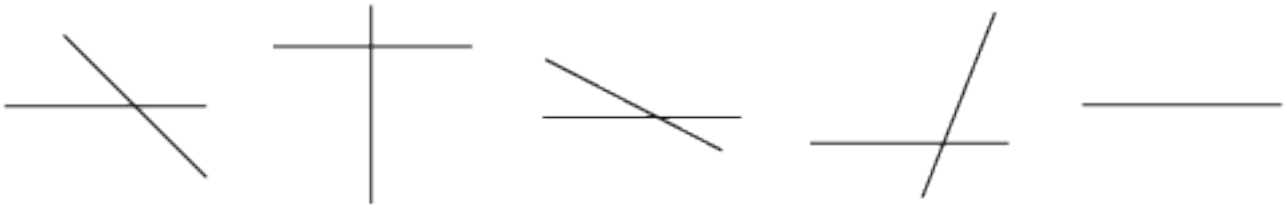
Question 7:

Which of the shapes below is the odd one out and doesn't fit well with the others?

a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Question 8:

Which of the shapes below is the odd one out and doesn't fit well with the others?



a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Question 9:

Which of the shapes below is the odd one out and doesn't fit well with the others?

a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Question 10:

Which of the shapes below is the odd one out and doesn't fit well with the others?

a) ☐ b) ☐ c) ☐ d) ☐ e) ☐

Verbal Reasoning

Translate words into numbers using codes

Hi there code cracker!

Today we are going to learn about a new type of code.

Did you know that when you turn a word into code, every letter can be turned into a number by following a special pattern?

This special pattern is called a code!

Here is a code for us to investigate:

Letter	Number (code)
A	0
B	5
C	7
D	3
E	1
F	6
G	9
H	8
I	4
J	2

Using the table, we need to work out what the code for the word **CAGE** is.

If we start with finding the code for C and then work through each letter one-by-one, we find that the code for **CAGE** is **7091**.

Now let's reverse what we did to find out which word is represented by the code **8103**.

If we start with **8**, we can see that it links to the letter **H**.

Then we can repeat this process for each of the numbers one-by-one to find that the word is **HEAD**.

Is that what you found?

It's now your turn to be a code cracker and change words into and out of code. Make sure you check the code table for each question.

Good luck code cracker!

Question 1:

Welcome to another number code cracking challenge, code cracker! I hope you're feeling energised and ready to go! You have made great progress so far.

E = 1	G = 2	I = 5	L = 8	N = 7
O = 4	R = 3	S = 6	T = 9	

Use the table to help you!
We are going to the zoo today! Help me turn some of the animal names into number codes (and vice versa in some cases!).

The first animals we go to visit are the LIONS and TIGERS. What is the code for each animal?

Write the codes into the correct boxes below.

Lions

Tigers

Question 2:

A = 2	B = 5	E = 6	F = 8	I = 0
L = 7	T = 1	U = 3		

Use the table to help you as ever, code cracker!
Right, then, let's keep going on our trip through the zoo!

We now move on to the zebras. I love zebras! In fact, I would describe them as BEAUTIFUL animals. What is the code for the word BEAUTIFUL?

Question 3:

A = 1	C = 3	L = 4	O = 9	

OK, code cracker, on to another question! You are doing brilliantly so far!
So, I think it's time to stop for a drink. I'm getting thirsty!
I am going to choose a can of 3941. What am I going to choose to drink?

Question 4:

A = 4	I = 1	M = 6	Q = 8	R = 0
U = 2				

Now that we're feeling refreshed, I'm ready to see some more animals! Now, let's head to the AQUARIUM.

Can you work out the code for the word AQUARIUM.
It's a long word, so make sure you write it out!

Question 5:

C = 1	F = 2	H = 5	I = 8	L = 7
N = 4	O = 3	S = 6	W = 9	

Great stuff, code cracker. Let's stay in the aquarium for now and look at some animals.

My favourite fish is a CLOWNFISH, like the one above.
What is the code for CLOWNFISH?

Question 6:

A = 6	G = 9	I = 4	L = 5	O = 7
R = 2	O = 3	S = 3		

OK, code cracker, we are now over halfway. Brilliant work!

So, let's move on to another animal enclosure. Now, I want to see the 97245563. Which animals do I want to see?
Use the code to help you!

Giraffes

Monkeys

Gorillas

Question 7:

A = 2	G = 7	N = 3	O = 6	R = 8
S = 4	T = 5	U = 1		

This is great stuff, code cracker! You are doing brilliantly. Let's keep going - you only have a few questions left. Wahoo!

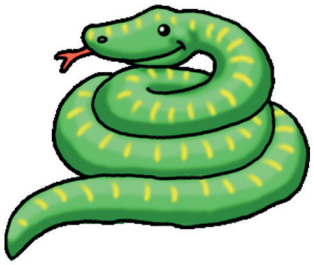
So, now we are moving on to look at the ORANGUTANS.

6823715234 | 6823715332 | 6823715564

Question 8:

E = 1	H = 2	I = 5	L = 8	R = 7
S = 4	T = 3			

We are getting close to the end now, code cracker. Great stuff!



I hate the way that snakes SLITHER. What is the code for SLITHER?

Question 9:

A = 3	B = 4	C = 9	E = 1	I = 0
K = 2	S = 7	T = 6	U = 5	

OK, code cracker, now it's time for a snack break! Just two questions to go!

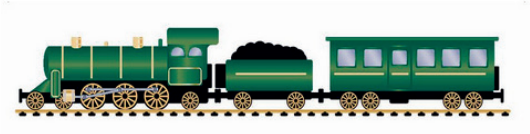
I decide to buy a 4079506 and a 9321.

What are the two items I buy for a snack? Write the answers in the same order below (you do not need to use capital letters)!

Word 1 | Word 2

Question 10:

A = 3	B = 9	I = 1	N = 8	R = 7
S = 4	T = 6	U = 5		



Can you believe that we've made it to the end of this worksheet, code cracker? Amazing stuff!

Now, let's just maintain that focus all the way to the end! It's now time for me to go home. I need to get a 67318 and a 954 to get home. What are the two methods of transport that I need to use to get home?

Plane, Car

Train, Bus

Train, Car

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Year 3
CEM Exam board explanations

CEM Centre for Evaluation & Monitoring

Everything you need to know about CEM 11+ exams

CEM Centre for Evaluation & Monitoring

CEM stands for the Centre for Evaluation and Monitoring. CEM is a research group and Exam board based at the University of Durham who produce entrance tests and 11+ exam papers for individual Grammar Schools and some local authorities in the UK.
The CEM exam board was started in response to concerns by some grammar schools that many existing 11+ exams had become too predictable and could be prepared for using tutors and widely available practice papers. Therefore, the CEM 11+ exam was launched as a 'tutor-proof' assessment which would test children's natural abilities and help reduce the disadvantage between children whose parents could afford tuition and those who could not.

This article will explain the differences between CEM and the other main 11+ exam board, GL. It will also aim to give you advice about how best to prepare your child if the exam they are sitting is written by CEM.

Which regions use CEM?

The following areas use the CEM exams for 11+ entry:

- Berkshire
- Bexley
- Birmingham
- Buckinghamshire
- Devon
- Gloucestershire
- Shropshire
- Walsall
- Warwickshire
- Wirral
- Wolverhampton

And these areas use a combination of CEM and GL assessment:

- Essex
- Hertfordshire
- Trafford
- Yorkshire

Bear in mind: Exam boards in specific areas and for individual schools do change from time to time, so it's important to check with your local authority before starting any kind of preparation with your child.

CEM versus GL, what's the difference?

There are some significant differences between the two main 11+ exam boards: **GL and CEM.**

GL covers the four main 11+ subjects – English, Mathematics, Verbal and Non-Verbal Reasoning/Spatial Awareness. Individual schools and regions can choose a combination of these to use in their 11+ exam. Papers are either Multiple Choice or Standard Format. Paper length varies and questions are taken from the GL assessment bank and a variety of types are used across the subjects, meaning that children can become familiar with exam type questions through practice papers and commercially published materials. Strong vocabulary, logic, maths and spelling skills are essential for GL.

CEM exam papers, however, contain a mix of questions and subjects within one exam. Typically, one 11+ paper combines English and Verbal Reasoning skills, whilst a second paper would test children on Maths and Non-Verbal reasoning. Depending on the specific school or region, Standard Format, Multiple Choice, or a combination of both may be used in one exam and this may change year on year.

CEM papers also tend to contain small, timed sections which change between subject areas rapidly. For example, a paper could move from Maths questions to Problem Solving and Logic type questions. Each section is timed tightly and children will not be allowed to return to previous sections. Good time management is key to success in the CEM 11+ exams. It's very common for children not to complete the paper as there are often more questions than there is time to reasonably complete them.

To succeed in the CEM exam, your child will need to show strength in the following areas:

- English – general skills
- Comprehension
- Vocabulary – this will need to be particularly strong and wide-ranging
- Spelling
- Maths

The weighting of subjects is not known beforehand and changes from year to year and between regions, making this a particularly tricky exam board to prepare for.

How to practise and prepare for CEM exams

CEM themselves advise against exam-specific preparation and do not publish official practice materials or practice papers. They suggest that the best preparation is for children to read widely and to develop independent study skills, such as completing homework set by their school without adult help and looking up words they don't understand to develop their vocabulary.

Whilst CEM doesn't produce practice papers, all grammar schools and local authorities using CEM will provide familiarisation materials to parents who have registered their child to take the 11+ exam. These materials will never contain actual test questions but will help you and your child to understand the format of the test.

Other general ideas for helping your child to prepare before taking a CEM 11+ exam include the following:

- Practise synonyms and antonyms. EdPlace have plenty of resources from year 3 to 6 to help your child!
- Complete word puzzles, vocabulary quizzes and crosswords with your child.
- Encourage your child to use a wide range of vocabulary and interesting word to describe things in everyday life.
- Read widely with your child.
- Keep a vocabulary diary and make or use commercially available flashcards of interesting and unusual words to help your child widen their vocabulary.

For the CEM test, time management is particularly important. Whilst no official practice papers are released, there are many 'CEM' style published materials which are really useful for timed exam practice. These may or may not reflect the actual content of the exam, but will help your child to be ready for possible exam formats and to develop good timekeeping skills.

Tips for effective timed practice include:

- Regular, small chunks of practice done under exam conditions.
- Encourage your child to work independently and gradually build up the number of questions they can complete in the time.
- Help your child to develop good exam technique by picking off questions they can easily answer, or those with the highest number of marks.
- Talk through any exam practice with your child, pinpointing any careless mistakes, or questions where estimating or approximation may provide short cuts.

Miss Becky's Top Tip for the CEM 11+ exam:

In the CEM 11+, it's very common for children not to finish the exam. So, focusing on achieving the most marks possible is really important. These tips should mean that your child can go into the exam feeling calm and confident about how to approach the papers.

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How to prepare for the 11+

CEM Centre for Evaluation & Monitoring

How to prepare your child for the CEM 11+ year by year

There are lots to think about with the 11+ and it's useful to get a head start on preparations so the journey can be a fun and exciting one for your family. The best way to prepare your child at any stage is to ensure they are meeting the National Curriculum requirements for their year group which can be found on the here. Below are some additional ideas to help you prepare.

Year 3

By now, you'll have a good idea of your child's progression in key skill areas such as Literacy and Numeracy through school reports and teacher consultations. Use this information to stretch them in the areas where it is most needed.
These should include:

Maths

- Revise mental and column-based arithmetic (addition and subtraction)
- 1-10 times table (and relevant divisions facts)
- Place values (tens, hundreds, thousands etc.)

All of these maths topics, along with the entire year 3 maths curriculum, are clearly laid out and easy to access on the EdPlace website, helping your child to become a more **confident mathematician** using **fun** and **interactive** worksheets.

English

- Focus on independent reading (aloud and silent)
- Basic synonyms and antonyms
- Decoding irregular spelling rules and basic grammar/punctuation (full stops, capital letters, commas to create lists)

Make sure your child is up to date with the year 3 spelling and grammar curriculum. This can be accessed on the EdPlace site and the fancy terminology is explained in a clear and engaging way. Age appropriate **comprehensions** are available on EdPlace to check that your child is interpreting passages in the correct way.

Verbal Reasoning

Learn with them and encourage them to access higher-level vocabulary. You can do this by reading together, listening to audiobooks and incorporating it into your everyday speech where possible.

Also, familiarise your child with the various types of spatial and non-verbal reasoning question types on the EdPlace website, which gradually get harder to ease your child into this new question type.

Non-verbal Reasoning

At this stage, the best way to practise non-verbal reasoning is to embed learning into everyday activities such as cooking (weights and measures), gardening (colours, plants, insects) or crafts (shapes, sizes, properties of materials). This enables your child to use their learning from school to problem-solve in a range of real-world situations, preparing them for the varied nature of the CEM 11+.

EdPlace's resources enable you to search for specific topic areas, allowing you to focus on the areas most needed.

Year 4

At this stage, build on the skills you focused on last year, shifting your focus forward from basic processes onto more advanced skills. These include:

Maths

- Practise geometry
- BIDMAS
- ratio and proportion
- angles and measurements
- weights
- measurements and basic conversions

English

- Revise comprehension
- Decoding figurative language
- Relationships between words
- Advanced synonyms and antonyms
- Homophones
- Spelling

Verbal Reasoning

Work on 'reading between the lines' by focusing on textual inference, emotive tone, evidence-based reasoning, using quotations.

Non-verbal Reasoning

Focus on the properties of 2D and 3D shapes, repetition and symmetry. A great (and fun!) way to revise this is to use plasticine and other craft materials to make physical models of shapes.

EdPlace have a great range of resources to practise these skills. Our online activities utilise a range of question types to enable you to revise for the 11+ in a way that is fun and engaging.

Year 5

This year, you'll need to register your child for their 11+ (which they'll sit at the beginning of YEAR 6) either through your preferred school, an online portal or you may have been automatically registered, depending on your region. Create a weekly revision schedule, so you and your child can see and track progress and ensure you devote adequate time to all four skill areas.

Maths

Revise advanced skills such as algebra (using brackets), time and temperature, indices (squared/cubed numbers), different types of charts and graphs. Real-world examples (food labels and newspaper articles work well) are a great way to scaffold these skills in a range of contexts. Also, there are lots of maths puzzles online (e.g. sudoku) that are a great way for your child to begin thinking about the relationships between numbers.

English

Focus on spelling patterns, word puzzles, proof-reading texts (for spelling/grammar errors). Pick up some word puzzles (crosswords, word-searches, code-words etc.) to encourage your child to think laterally about the relationships between words and letters, and to practise locating specific information quickly.

Verbal Reasoning

Focus on key components of story structure (e.g. character, setting, conflict) and discussing how and why authors create a certain atmosphere in a text. Practise this by watching films as a family and discussing your opinions. You could even write film reviews to share with one another.

Non-verbal Reasoning

Work on sequences and patterns, detailed observation, mental perceptions of objects, shifting, reflecting and transposing images. Use mirrors, lights and tracing paper to support the revision of these skills. You'll also want to work on exam technique as this can make or break a result; it's useful to complete practice papers with a timer because it's important your child can showcase their skills by completing as much of the paper as possible in the time limit. This way you can track your child's progress in the run-up to their exam. EdPlace guides you through CEM question structure in a way that is fun and interactive. There is also a range of practice papers (with timers) to help you nail that all-important exam technique.

YEAR 6

Focus on timing, exam strategy (i.e. working a way that plays to your child's strengths) and practising those four key skill areas. Vary revision activities (either by format or subject) to prepare your child for the varied nature of the 11+. A good night's sleep and a hearty breakfast beforehand will set your child up for the day. Try to keep a cool head on the morning of the exam – be positive and encouraging as it's likely they'll be nervous.

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Year 3
GL Exam board explanations

GL Assessment

What is the 11+ GL assessment?

GL assessment write and provide assessments to UK schools as well as many schools overseas. They don't just write educational assessments, they've also created assessments to monitor wellbeing and mental health in children. They're a forward-thinking company developing online assessments to keep up with the times. GL assessments use experts to assist them in creating the highest quality educational assessments, such as those from the University of York and King's College London. This article will outline how GL works in terms of the 11+ and which areas use GL assessment.

Differences between GL and CEM exam boards

Don't confuse GL assessment with CEM, as these are different exam boards and the 11+ test layout is very different. The maths, English and non-verbal reasoning content are very similar in the CEM and GL tests, but the verbal reasoning is significantly different. The verbal reasoning in GL assessment is heavily based on logic and codes with some vocabulary based questions, whereas the verbal reasoning in CEM is purely vocabulary based, without the puzzles and codes. GL assessments have one large section in each test for the four main topics but CEM has several small sections for each topic.

Which 11+ regions use GL Assessment?

Don't confuse GL assessment with CEM, as these are different exam boards and the 11+ test layout is very different. The maths, English and non-verbal reasoning content are very similar in the CEM and GL test. The following are the regions who currently use GL assessment. These are subject to change each year. Please note that for any London based schools, you need to check each school's website to see which exam board they follow.

- Dorset
- Kent
- Lancashire
- Berkshire - Reading Girls' School only
- Cumbria
- Some Devon Schools - Check individual School websites for more information
- Some Greater Manchester Schools - Check individual School websites for more information
- Some Hertfordshire Schools - Check individual School websites for more information
- Lincolnshire
- Some London Barnet Schools
- London - Bromley Schools
- London - Kingston Upon Thames
- London - Redbridge
- Wiltshire
- Yorkshire

What makes up the GL exam?

DMost GL exams are made up of 4 main sections: English, maths, non-verbal reasoning (which can include spatial reasoning) and verbal reasoning. Most commonly, there are two 45 minute papers which are made up of two sections in each paper. It is highly likely that if your child is sitting a GL exam, it will be in a multiple choice format. This means around 20 minutes will be spent on each of the main sections overall, with each section making up 25% of your child's total score. For example, in Buckinghamshire, one paper is made up of English and verbal reasoning, whilst the other paper is made up of maths and non-verbal reasoning. Some regions may ask your child to complete an additional writing paper, which could be taken into account by some schools. Please check individual school websites to see if this is the case.

Here is an outline of the content that could be covered in each section:

Maths

Many word problems and some arithmetic questions based on the content of year 5 and year 6 maths. This means your child will have to learn content beyond the year group that they are currently in, as the 11+ is at the start of year 6 and they'll be tested on topics that may not be covered at school until the end of year 6. Don't worry as EdPlace has all of these topics online.

English

This will contain a comprehension with multiple choice questions testing the child's understanding of the test, identification of literary techniques (simile, metaphor, personification etc.) and certain word classes (verb, noun, adjective etc.). It will also contain a section in which your child will have to identify spelling and punctuation mistakes as well as a section in which the child has to identify the correct word to complete a sentence.

Verbal Reasoning

This will involve a range of question types which are covered on EdPlace. Your child will need abroad vocabulary and good logic for these questions.

Spatial and Non-Verbal Reasoning

This will involve a selection from a range of question types available on EdPlace. These questions involve images and look like your traditional IQ type questions. If your child has ever sat CAT tests, they will recognise these questions.

The GL website has familiarisation papers to help you understand the layout of the exam. Your child will also receive a familiarisation booklet in the summer before the 11+ exam so that they can get used to the GL layout for their area.

GL assessment provides each student with an '**age-standardised score'**. This makes the 11+ fair for all and adjusts the scores of younger students in the year so that they aren't at a disadvantage.

Where can I practice GL assessment style questions?

If your child is sitting the 11+ GL assessment, EdPlace is here to help!

- Our holistic approach revolutionises the 11+ by discreetly progressing your child to remove pressures, helping them enjoy learning and feel confident.
- Get ahead with engaging non-verbal and verbal reasoning activities and practice papers for ages 8-11 tailored to CEM or GL exam boards.
- Visionary new 11+ specific English and Maths practice.
- Track and measure your child's exam readiness and build their confidence so they're more than ready to show their skills come test day!

We're here to help your child smash whatever comes their way! From KS1-KS4, our students progress 150% across English, maths and science over a school year; **from ABCs - GCSEs, EdPlace is here for the 11+, and beyond!**

Head to page 35 to find out more about EdPlace

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How to prepare for the 11+

GL Assessment

How to prepare for the GL 11+ exam – Year by year breakdown

The GL 11+ exam is usually made up of four main sections; **English** (comprehension, spelling and punctuation), **Maths, Verbal Reasoning and Non-Verbal/Spatial Reasoning.**

How and when to prepare for the GL 11+

Many parents begin preparing their child for the GL 11+ as early as year 3. This does not mean you need to be doing actual 11+ level activities with your child in year 3, as this will most likely deter them and knock their confidence. You don't even need to use the phrase '11+' but there are a few things that you can do early on to **build foundational knowledge for the 11+**, which will help make their important year 5 11+ journey much smoother. If your child has just entered year 5, don't worry, there is still plenty of time to prepare your child for the 11+, especially with the help of **EdPlace**.

Here is an outline of what you can do to help prepare your child for the GL assessment 11+ and build foundational knowledge, based on each year group and section:

Year 3

Maths

By the end of year 3, make sure that your child is confident and secure in:

- Column addition and subtraction
- 1, 2, 3, 4, 5, 6, 8, 10 times tables with associated division facts
- All year 3 curriculum maths and the beginning to look at year 4 maths

All of these maths topics, along with the entire year 3 maths curriculum, are clearly laid out and easy to access on the **EdPlace** website, helping your child to become a more **confident** mathematician using **fun** and interactive worksheets.

English

Reading: In year 3, it is vital to encourage a **love of books and reading** so that your child feels confident and comfortable around books. Make sure your child reads **aloud for 15-20 minutes** most days. Don't worry about how much they read, it's more important to stop and **discuss** the new **vocabulary** in the book and discuss what is happening in the book and why. If your child isn't on a level of book that contains tricky vocabulary, don't worry, you can listen to **audiobooks** before bed or in the car. Listening to audiobooks or another adult reading is incredibly beneficial as your child will be **exposed to higher**

level vocabulary and it can improve their comprehension by discussing what's happening in the story. It is often recommended that children read their own book as well as listening to an adult/audiobook reading a story of a **higher reading level** than theirs.

Make sure your child is up to date with the year 3 **spelling and grammar curriculum**. This can be accessed on the EdPlace site and the fancy terminology is explained in a clear and engaging way. Age appropriate **comprehensions** are available on EdPlace to check that your child is interpreting passages in the correct way.

Verbal Reasoning

- Encouraging your child to **read widely** and **discuss new vocabulary** will help with many types of verbal reasoning question, as these are often vocabulary focussed.
- Familiarise your child with the various types of verbal reasoning questions on the EdPlace website to gradually introduce them to question types that they won't be used to.

Spatial and Non-Verbal Reasoning

Children that play with Lego and similar building block toys are often more confident when it comes to spatial and non-verbal reasoning questions, especially spatial reasoning. This is because they are used to fitting 3D shapes together and understand how to move them to fit into place. **Tangrams** and **Tetris style puzzles** are also great to help children visualise how shapes fit together. This is a great way to **'disguise'** 11+ work and can be fun to do together.

Also, familiarise your child with the various types of spatial and non-verbal reasoning question types on the EdPlace website, which gradually get harder to ease your child into this new question type.

Year 4

Maths

By the end of year 4, make sure that your child is confident and secure in:

- All times tables up to 12 x 12, with associated division facts. We don't want times tables to slow them down in year 5, when learning new concepts.
- Short and long multiplication
- Short division, often known as the 'bus stop method
- Answering word problems
- All aspects of the year 4 maths curriculum and the beginning of the year 5 maths curriculum

All of these maths topics, along with the **entire year 4 maths curriculum**, are clearly laid out and easy to access on the **EdPlace** website, helping your child to become a more **confident** mathematician using **fun** and **interactive** worksheets.

English

Reading: The advice for English in year 4 strongly matches that of year 3 (please see above). Please make sure that your **child reads** widely to improve their **comprehension** and **vocabulary**. Set reading challenges with rewards to keep them motivated, many local libraries run these throughout the holidays. Make sure that your child is also listening to a story of a higher level than theirs to further boost comprehension and vocabulary. Comprehensions for year 4 can be accessed on the EdPlace website to check that your child has an age-appropriate comprehension level and will help boost this level with engaging practice.

Grammar: Make sure that your child is up to date with the grammar curriculum for year 4. Especially, make sure that they are familiar with the following terms: noun, verb, adjective, adverb, synonym and antonym.

Spelling: Your child will have to identify spelling mistakes in a passage so make sure they know how to spell the key curriculum words for year 3 and 4. These can be found on page 16 of this government document and activities to practise and understand spelling rules can also be found on EdPlace.

Verbal Reasoning

- Encouraging your child to read widely and discuss new vocabulary will help with many types of verbal reasoning question, as these are often vocabulary focussed.
- Familiarise your child with the various types of verbal reasoning questions on the EdPlace website for year 4 to gradually introduce them to question types that they won't be used to.

Spatial and Non-Verbal Reasoning

Please see the advice in the year 3 section for using lego and puzzles to improve your child's natural spatial and non-verbal reasoning potential. Familiarise your child with the various types of spatial and non-verbal reasoning question types, which gradually get harder to ease your child into this new question type.

Year 5

Maths

By the end of year 5, make sure that your child is confident and secure in:

- All aspects of the year 5 maths curriculum.
- All aspects of the year 6 maths curriculum.
- Applying this knowledge into word problems under timed conditions

The EdPlace website has a comprehensive list of all the maths topics that could come up in the 11+ and these are in the year 5 and year 6 maths sections. Completing these sections will help your child become confident in tricky maths topics and they can then apply this knowledge into 11+ style word problems.

English

Reading: Encourage your child to read widely and discuss the plot and motives of characters in their story. Set reading challenges with rewards to keep them motivated, many local libraries run these throughout the holidays. Practising comprehensions is vital in year 5, as the majority of the English 11+ is based on comprehension. A range of comprehensions can be accessed on the EdPlace site to make doing a 'dull comprehension' a bit more engaging and interactive!

Grammar: In terms of grammar, make sure your child is up to date with the year 5 grammar curriculum, which can be found on the EdPlace website. Make sure they can define and identify the following in a passage of text:

- Types of noun - common, proper, collective, abstract
- Pronoun
- Adjective
- Verb
- Preposition
- Adverb
- Simile
- Metaphor
- Personification

Punctuation: Make sure your child knows when to use the following punctuation, as they will have to identify punctuation mistakes within a passage:

- Capital letter and full stop
- Apostrophe
- Inverted commas (speech marks)
- Colon
- Semi-colon
- Comma
- Dashes

Spelling: Your child will have to identify spelling mistakes in a passage, so make sure they know how to spell the key curriculum words for 'year 3 and 4' and 'year 5 and 6'. These can be found on pages 16 and 23 of this government document and we have many activities to practise and understand spelling rules in at EdPlace

Verbal Reasoning

In the 11+ exam, your child will be tested on a selection of the many types of verbal reasoning question. This means that your child needs to be familiar with all of these types, as any could come up. All of these types are easily accessible on EdPlace and help your child become more confident by gradually increasing the difficulty. It's best to learn these one type at a time to begin with, rather than overwhelming your child with a worksheet that covers several in one go.

As previously mentioned, a broad vocabulary will help your child to succeed in verbal reasoning, so please do not forget about that all-important reading as it helps your child learn vocabulary in context, rather than just looking up tricky words in a dictionary.

Spatial and Non-Verbal Reasoning

In the 11+ exam, a selection of spatial and non-verbal reasoning questions types will come up, so it is important to practice all of the types before the 11+.so that your child is familiar with these. Children either love or hate non-verbal reasoning and if they are struggling to understand, take the time to talk through the patterns and changes out loud, to help them develop that all important 'reasoning' brain. All of the possible types of spatial and non-verbal reasoning questions are accessible on EdPlace, and each answer is clearly explained to help you and your child understand the thought process behind it and we will have them thinking like a reasoning rockstar in no time!

What to do in the last few months before the GL 11+ exam

In the months leading up to the 11+, it's time to begin test style questions with your child. The trickiest levels under year 5 on EdPlace are laid out in a similar way to the 11+ to help your child familiarise themselves with the layout. Your child will need to get used to answering these questions in timed conditions as well as being able to jump from one question type to another. Timed practice tests with clear answer explanations will be available on EdPlace to help your child improve these skills.

If you follow these guidelines and explore the vast collection of 11+ resources on EdPlace, then your 11+ journey can run smoothly, without stress. Just remember, the longest time that your child will be sitting down for in one of the 11+ tests is an hour, so give them plenty of rest breaks when you are practising at home. Good luck and remember, EdPlace are here for you every step of the way!

ed place is here to help your child pass the 11+

Smash the 11+ exams with EdPlace!

We're revolutionising 11+ preparation for your child. With an EdPlace account, you'll have access to non-verbal, spatial and verbal reasoning resources for ages 8-11 tailored to CEM or GL exam boards; plus 11+ specific English and Maths practice. Track and measure your child's exam readiness and build their confidence so they're more than ready to show their skills come test day!

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With a learn, practice and test method
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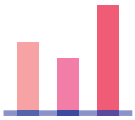
Discreetly progressing your child from year 3 onward to remove
11+ pressures; making learning enjoyable so they feel confident



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Answers and scores

Non-Verbal

Question 1:

C is the correct answer because...

Counting is really important in this question.

If we count the number of sides that each shape has, we can see that options a, b, d and e all have four sides.

Option c has six sides - how greedy!

This means that option c must be the odd one out.

Remember that all four-sided shapes are called quadrilaterals.

Question 2:

D is the correct answer because...

This is another question where counting is important.

All of the outside shapes are the same, so the difference must be in what is inside them.

Options a, b, c and e all have three + signs inside them, whilst option d only has two.

This means that option d must be the odd one out.

I'm counting on you to COUNT carefully in these questions!

Question 3:

E is the correct answer because...

Here we can see five squares with shapes inside.

Most of the squares have two black triangles inside them.

Sneaky square e has one triangle too many!

This means that option e must be the odd one out.

I'm counting on you to COUNT carefully in these questions!

Question 4:

B is the correct answer because...

If we count the number of sides, we can see that options a, c, d and e all have five sides and option b only has four.

This means that option b must be the odd one out.

Question 5:

C is the correct answer because...

If we look inside the shapes, we can see that four of them have lines going across (horizontal) and down (vertical).

Only option c has no lines going across. It still has lines going down, but this feature makes it the odd one out.

Question 6:

C is the correct answer because...

Option C is the odd one out here as it is a square and all the others are circles.

The pattern inside the circles was trying to catch us out and make us second guess our answer - don't be distracted, as this pattern doesn't matter at all.

Question 7:

D is the correct answer because...

The question wanted us to count again.

We needed to count how many circles were inside each square.

Squares a, b, c and e all have two circles but option d only has one, so it is the odd one out.

Question 8:

E is the correct answer because...

Options a, b, c and d all have two lines which are crossing, whilst poor option e only has one line, so this must be our odd one out.

Question 9:

E is the correct answer because...

We have some more tricky patterns trying to distract us here!

Don't be distracted, as the patterns don't matter.

Options a, b, c and d are all triangles, whilst option e is a circle.

So option e does not fit well with the others and is the odd one out.

Question 10:

A is the correct answer because...

If you look closely, you'll see that option a only has one arrowhead, whereas options b, c, d and e have arrowheads on both sides of their lines.

Score:

Answers and scores

Verbal

Question 1:

We need to use the same technique as we used in the Level 1 worksheets: write out the words and then write out the corresponding number above each letter, using the table to help you.

So, if we do that we see that:

L = 8, I = 5, O = 4, N = 7, S = 6, so the code for LIONS is 85476.

T = 9, I = 5, G = 2, E = 1, R = 3, S = 6, so the code for TIGERS is 952136.

Question 2:

Did you work out the code for BEAUTIFUL, code cracker? Remember to use my handy hint: write out the word and then write out the corresponding letter above it to help you be more accurate!

If you did that, hopefully you will have worked out the following:
B = 5, E = 6, A = 2, U = 3, T = 1, I = 0, F = 8, U = 3, L = 7

So, the code for BEAUTIFUL is 562310837!

Question 3:

I hope you are getting used to the technique, code cracker! Remember: write out the word and then write the numbers above the corresponding letters, using the table to help you. It makes life a lot easier!

If you do that, we will see that:

3 = C, 9 = O, 4 = L and 1 = A

So, 3941 is the code for COLA. I am glad we got that drink - I was thirsty!

Question 4:

How did you get on, code cracker? Although this is a long word, there are quite a lot of repeated letters in the word AQUARIUM, so that should have made it a bit more manageable!

Let's use our usual technique and match up the correct number to the letter using the table and we will see that:

A = 4, Q = 8, U = 2, A = 4, R = 0, I = 1, U = 2, M = 6

So, we see that the code for AQUARIUM is 48240126!

Question 5:

Remember, use the table and write it out carefully!

If you did this, then you should have worked out the following:

C = 1, L = 7, O = 3, W = 9, N = 4, F = 2, I = 8, S = 6, H = 5

So, the code for CLOWNFISH is 173942865! That was a long one, code cracker!

Question 6:

I hope you're getting the hang of this technique now. If you wrote out the code and then the correct letter above each number using the table, you should have seen the following:

9 = G, 7 = O, 2 = R, 4 = I, 5 = L, 5 = L, A = 6, S = 3

So, the code 97245563 is the code for GORILLAS!

Question 7:

Let's go through it, though, to make sure that you are happy with how we get to the correct answer.

Make sure you write out the word ORANGUTANS first. Then, look back at the table and write out the number which corresponds with the letter above each letter. If you do, you will get the following:

O = 6, R = 8, A = 2, N = 3, G = 7, U = 1, T = 5, A = 2, N = 3, S = 4.

If we put that together, we get the code 6823715234 for the word ORANGUTANS!

Question 8:

Did you work out the code for this one? I hope you are still writing the word out and then writing the correct number above the correct letter to help you. If you did, you will have seen that:

S = 4, L = 8, I = 5, T = 3, H = 2, E = 1, R = 7

So, the code for SLITHER is 4853217!

Question 9:

Write out the codes first and then above each word, write which number each letter corresponds to in the table. This will give you the answer! If you do, you will see that:

4 = B, 0 = I, 7 = S, 9 = C, 5 = U, 0 = I, 6 = T.

9 = C, 3 = A, 2 = K, 1 = E.

So 4079506 = BISCUIT and 9321 = CAKE!

Question 10:

So, use the same technique: write out the codes and then use the table to work out which letter corresponds to which number. Then write that out above the word!

If we do, we work out that:
6 = T, 7 = R, 3 = A, 1 = I, 8 = N and 9 = B, 5 = U and 4 = S. So, we see that I need to get a train and a bus.

Have a great day, code cracker!

Score:

Overall score: