

Phonics Practice Pupil Book 3 Answers

The digraph oo (long) (page 4)

The **first**, **third** and **sixth** balloons should be coloured in.

The **roof**, the **spoon** and the **stool** should be joined to the letters **oo**.

The digraph oo (long) (page 5)

A ring should be drawn round the words **food**, **root**, **boot**, **shoot** and **tool**.

Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen 'yes' or 'no'?

The digraph oo (short) (page 6)

The **second**, **third** and **sixth** books should be coloured in.

A ring should be drawn round the **foot**, the **hood** and the **wool**.

The digraph oo (short) (page 7)

A ring should be drawn round the words **good**, **woof**, **foot**, **shook**, **hook**, **wood**, **wool** and **look**.

The sentence **He has a good book.** should be ticked.

The digraph ar (page 8)

The **first**, **third** and **sixth** stars should be coloured in.

The **star**, the **jar** and the **car** should be joined to the letters **ar**.

The digraph ar (page 9)

c	oa	t
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c	ar	t
---	----	---

d	ar	t
---	----	---

t	ar	t
---	----	---

t	oa	d
---	----	---

The digraph or (page 10)

The **first**, **third** and **fifth** pairs of shorts should be coloured in.

A ring should be drawn round the **torch**, the **fork** and the **sword**.

The digraph or (page 11)

The words **torch**, **boot**, **cord**, **horn**, **fork**, **thorn** and **corn** should be ticked.

Reading tricky word my (page 12)

my fish Bart

Martin with my boat

Gail with my rain hat

My mum forgot.

My dad was in his tool shed.



Reading tricky word my (page 13)

Discuss your child's picture. Why did they choose to illustrate that sentence?

Writing sentences 1 (page 14)

I go **to the farm.**; I go **to the zoo.**; I **go to the wood.**; I **go to the shop.**

Writing sentences 1 (page 15)

The **goat is in the barn.**; The **wood is on the cart.** (also accept **in**); The **dog is in the yard.**; The **hen is on the roof.**

Spelling two-syllable words 1 (page 16)

p o p c o r n

s i x t ee n

m u sh r oo m

sh a m p oo

Spelling two-syllable words 1 (page 17)

Jess the sh ee p d o g

my b e d r oo m

a card b oo k m ar k

in my t oo l b o x

my r ai n c oa t

good m or n i ng

The digraph ur (page 18)

The **first**, **third**, **fourth** and **sixth** purses should be coloured in.

.....

The **purse**, the **turnip** and the **turn** should be joined to the letters **ur**.

The digraph ur (page 19)

A ring should be drawn round the words **burn**, **fur**, **torn**, **curl** and **church**.

.....

Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen 'yes' or 'no'?

The digraph ow (page 20)

The **first**, **third**, **sixth** and **seventh** crowns should be coloured in.

.....

A ring should be drawn round the **owl**, the **towel** and the **cow**.

The digraph ow (page 21)

b	ow
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d	ow	n
---	----	---

c	or	n
---	----	---

h	ow	l
---	----	---

h	or	n
---	----	---

The digraph oi (page 22)

The **second**, **fifth** and **seventh** androids should be coloured in.

.....

The **soil**, the **oil** and the **toilet** should be joined to the letters **oi**.

The digraph oi (page 23)

The words **oil**, **soil**, **foil**, **coin**, **song**, **coil** and **boil** should be ticked.

Reading tricky word you (page 24)

Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen 'yes' or 'no'?

Reading tricky word you (page 25)

He had a card for you.

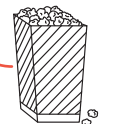
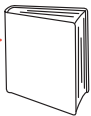
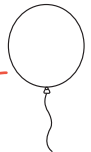
She had a shell for me.

The jam tart was for me.

We got popcorn for you.

My dad got me a balloon.

This book will be for you.



The trigraph ear (page 26)

The **first**, **third** and **seventh** teardrops should be coloured in.

.....

A ring should be drawn round the **spear**, the **beard** and the **tear**.

The trigraph ear (page 27)

Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen 'yes' or 'no'?

The trigraph air (page 28)

The **first**, **fourth** and **sixth** éclairs should be coloured in.

.....

The **chair**, the **stairs** and the **fair** should be joined to the letters **air**.

The trigraph air (page 29)

h igh ch air

h air c u t

air p or t

ear r i ng

f u n f air

The digraph er (page 30)

The **first**, **third**, **fifth** and **seventh** rulers should be coloured in.

A ring should be drawn round the **shower**, the **finger** and the **spider**.

The digraph er (page 31)

soap powder

food mixer

my sister

a marker pen

a silver coin



Encourage your child to draw the number 16 on the bus to complete the picture.

Reading words with double letters (page 32)

The balloons with the letters **tt**, **pp**, **dd**, **nn** and **mm** on them should be coloured in.

Reading words with double letters (page 33)

The words **letter**, **butter**, **pepper** and **supper** should be ticked.

The sentence **The big digger was in the road.** should be ticked.

Reading tricky word they (page 34)

They go in the soil.

They go on a letter.

They peck at corn.

They go in my ear.

They hoot at night.

They can cut hair.



Reading tricky word they (page 35)

Encourage your child to draw a pair of wellington boots.

Encourage your child to draw an aeroplane.

Reading two-syllable words (page 36)

A ring should be drawn round the words **cornet**, **puppet**, **rocket** and **market**.

Reading two-syllable words (page 37)

a wooden bucket

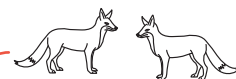
a chicken egg

my kitten

a fox and a vixen

a hard helmet

the number seven



Spelling words ending k, l and f

(page 38)

f	or	k
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h	oo	k
---	----	---

ch	i	ck
----	---	----

c	or	k
---	----	---

Spelling words ending k, l and f

(page 39)

g	oa	l
---	----	---

p	oo	l
---	----	---

sh	e	ll
----	---	----

l	oa	f
---	----	---

r	oo	f
---	----	---

Reading tricky word her (page 40)

The captions **her torch**, **her rabbit**, **her card** and **her letter** should be joined to the picture of Liz.

Reading tricky word her (page 41)

Encourage your child to draw a red jacket on the hook, a boot on the chair, chicken on the plate and ice cream in the cone.

Revision: vowel graphemes in words

(page 42)

The words **coffee**, **tinfoil**, **light**, **soap**, **cooker**, **loaf**, **food**, **turnip**, **jar**, **fork** and **mixer** should be ticked.

Discuss your child's answers with them.

Decide which items you are most likely to find in a kitchen.

Revision: vowel graphemes in words

(page 43)

Encourage your child to draw a jar of coffee in the corner, a mop in the bucket, butter with the loaf and a jug near to the food mixer.

Reading words ending -ing and -er

(page 44)

A ring should be drawn round the words **barking**, **cooking**, **marching** and **howling**.

Reading words ending -ing and -er


(page 45)

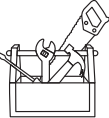
Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen 'yes' or 'no'?


Reading tricky word all (page 46)


Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen 'yes' or 'no'?


Reading tricky word all (page 47)


They all go in the shed. 

They go on my chair. 

You hear with them. 

They sail into port. 

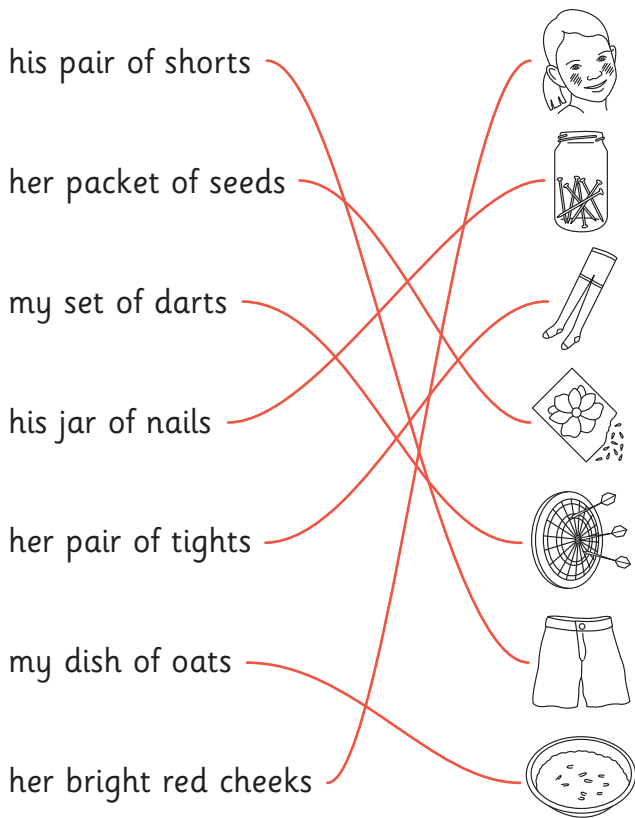
You see with them. 

They go down my road. 

Reading words ending -s (page 48)

The words **coins**, **cards**, **fingers** and **books** should be ticked.

Reading words ending -s (page 49)



Spelling two-syllable words 2 (page 50)

He might turn **into** a toad.; We all got **into** the car.; Zak is **going** to the pool.; Mark got **onto** the bus. (also accept **into**); The cat got **onto** the roof.; It is **going** to rain.

Spelling two-syllable words 2 (page 51)

They **forgot**.; I **cannot**.; He **cannot**.; I **forgot**.

Reading tricky word are (page 52)

A ring should be drawn round the words **sharp**, **river**, **chair**, **soil** and **yard**.

Reading tricky word are (page 53)

Box 1: A ring should be drawn round the words **horns**, **thorns**, **teeth** and **nails**.

Box 2: A ring should be drawn round the words **shorts**, **coats**, **tights** and **boots**.

Box 3: A ring should be drawn round the words **boos**, **buzzers**, **booms** and **woofs**.

Writing sentences 2 (page 54)

The coach **is going to the zoo**.; The rocket **is going to the moon**.; The cart **is going to the farm**.; The jeep **is going to the wood**.