

Phonics Practice Pupil Book 2 Answers

The letter j (page 4)

The **jug**, the **jigsaw piece**, the **jacket** and the **juggler** should be joined to the letter **j**.

The letter j (page 5)

Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen to put a tick or a cross?

The letter v (page 6)

A ring should be drawn round the **violin**, the **vest** and the **vase**.

The letter v (page 7)

A ring should be drawn round the words **van**, **jet**, **Kevin** and **jog**.

.....

The caption **a visit to the vet** should be ticked.

The letter w (page 8)

The **watch**, the **windmill** and the **window** should be joined to the letter **w**.

The letter w (page 9)

v	a	n
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w	e	ll
---	---	----

w	i	g
---	---	---

w	e	b
---	---	---

w	e	t
---	---	---

The letter x (page 10)

A ring should be drawn round the **taxi**, the **X-ray** and the **fox**.

The letter x (page 11)

A ring should be drawn round the words **fox**, **mix**, **six**, **box** and **wax**.

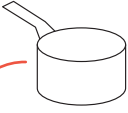
.....


Encourage your child to draw a picture of a jam bun in the box to complete the picture.


Reading sentences with high-frequency words (page 12)


A ring should be drawn round the words **hill**, **bed**, **pack**, **wet**, **bus** and **lock**.


Reading sentences with high-frequency words (page 13)

Ravi got the jam. 

The pan has no lid. 

I go to get an egg. 

Jim will mix it up. 

Tim bit into his bun. 

The letter y (page 14)

The **yawn**, the **yoghurt** and the **yo-yo** should be joined to the letter **y**.

The letter y (page 15)

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 letter z and the digraph zz (page 16)

A ring should be drawn round the **zebra crossing**, the **zip** and the **zebra**.

The letter z and the digraph zz (page 17)

buzz
• • —

hiss
• • —

fizz
• • —

zap
• • •



Encourage your child to draw a zip and a zigzag on the bag to complete the picture.

The letter q and the digraph qu

(page 18)

The **quilt** and the **queen** should be joined to the letter **q**.

The letter q and the digraph qu

(page 19)

qu	a	ck
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qu	i	ck
----	---	----

b	u	zz
---	---	----

y	e	ll
---	---	----

Reading tricky words he and she

(page 20)

The sentences **Max has a van.**; **It will not go.** and **He will fix the van.** should be ticked for the first picture.

The sentences **Liz has a fan.**; **It will not go.** and **She will fix the fan.** should be ticked for the second picture.

Reading tricky words he and she

(page 21)

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

Spelling tricky words the and to

(page 22)

the red **bus**; **the** hot **sun**; **the** pot of **jam**;
the big **van**

Spelling tricky words the and to

(page 23)

Go **to** the quiz.; Go and get **the** box.;
Go **to** the vet; Go **to the** well.

The digraph sh (page 24)

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

A ring should be drawn round the **shorts**,
the **shoe**, the **shhh!** and the **shower**.

The digraph sh (page 25)

The words **fish**, **mash**, **dish**, **shed** and **rash**
should be ticked.

The digraph ch (page 26)

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

The **chain**, the **chair** and the **chocolate**
should be joined to the letters **ch**.

The digraph ch (page 27)

A ring should be drawn round the words **chin**,
chess, **chop** and **chat**.

Encourage your child to draw cash to
complete the picture.

The digraph th (page 28)

The **first**, **third** and **fifth** thunder clouds
should be coloured in.

A ring should be drawn round the **thinking**
person, the **thumb** and the **thistle**.

The digraph th (page 29)

The words **leg**, **bat**, **thin**, **moth** and **jam**
should be ticked.

A ring should be drawn round the **chips**.

The digraph ng (page 30)

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

.....

The **string**, the **swing** and the **spring** should be joined to the letters **ng**.

The digraph ng (page 31)

sh

ch	i	p
----	---	---

ng

r	i	g
---	---	---

ch

th	i	ck
----	---	----

ng

w	i	g
---	---	---

th

m	o	ff
---	---	----

Reading tricky words we, me, be

(page 32)

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 words we, me, be

(page 33)

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 ai (page 34)

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

.....

A ring should be drawn round the **snail**, the **nail** and the **train**.

The digraph ai (page 35)

A ring should be drawn round the words **rail**, **mail**, **pain**, **tail** and **chain**.

.....

The sentence **She hit the nail**. should be ticked.

The digraph ee (page 36)

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

.....

The **teeth** and the **sheep** should be joined to the letters **ee**.

The digraph ee (page 37)

A ring should be drawn round the words **feet**, **weed**, **seed**, **peel** and **sheet**.

The trigraph igh (page 38)

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

.....

A ring should be drawn round the **fight**, the **lightning** and the **knight**.

The trigraph igh (page 39)

igh

r	i	t
---	---	---

ee

l	e	k
---	---	---

igh

n	i	t
---	---	---

ai

r	a	n
---	---	---

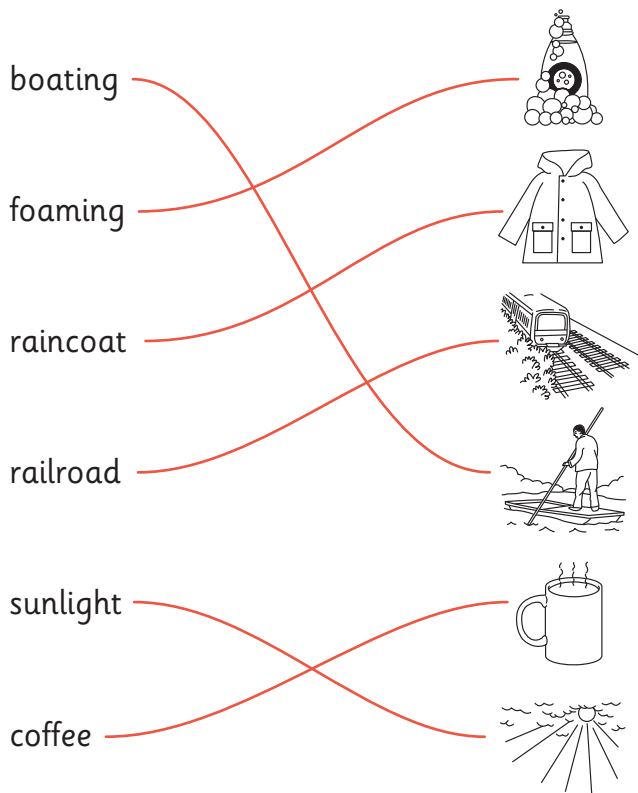
The digraph oa (page 40)

The **first**, **third** and **sixth** bars of soap should be coloured in.

.....

The **goal**, the **loaf**, the **goat** and the **coat** should be joined to the letters **oa**.

The digraph oa (page 41)



Reading tricky word was (page 42)

A ring should be drawn round the words **road, goal, boat, deep, pain** and **tight**.

Reading tricky word was (page 43)

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

Spelling tricky words no and go (page 44)

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

Spelling tricky words no and go (page 45)

A jeep can **go**.; A coach can **go**.; A boat can **go**.; A van can **go**.

Writing sentences (page 46)

I can see **the fish**.; I can see **the bee**.; I **can see the van**.; I **can see the rain**.