

Phonics Practice Pupil Book 4 Answers

Introducing CVCC words (page 4)

The word **dent** should be ticked.

Introducing CVCC words (page 5)

A ring should be drawn round the words **belt**, **nest**, **sink**, **milk** and **desk**.

Reading CVCC words (page 6)

The words **jump**, **chest**, **lift**, **bench** and **melting** should be ticked.

Reading CVCC words (page 7)

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 CVCC words (page 8)

l	a	m	p
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h	a	n	d
---	---	---	---

p	o	n	d
---	---	---	---

t	e	n	t
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Spelling CVCC words (page 9)

We dug in **the sand**.; We sat on **the bench**.; We went to hear **the band**.; We went boating on **the pond**.

Reading tricky words said and so

(page 10)

"Look, I can run," he said.



"Help!" she said.



"It is just right," she said.



"This is my lamp," he said.



"We are lost," they said.



Reading tricky words said and so

(page 11)

A ring should be drawn round the words **big**, **soft**, **long**, **deep**, **high**, **much** and **hard**.

Spelling tricky words he, she, we,

me, be (page 12)

Mark said **he** felt sick all night.; Jen said **she** had a gift for me.; Mum said **she** will help me.; The man said **he** was lost.; Liz said **she** can jump higher.

Spelling tricky words he, she, we,

me, be (page 13)

Are **we** in the bunk beds?; Join **me** at the camp.; I will **be** six this year.; It will **be** dark soon.; Next week **we** will go to the zoo.

Introducing CCVC words (page 14)

The word **track** should be ticked.

Introducing CCVC words (page 15)

A ring should be drawn round the words **frog**, **crab**, **step**, **stick** and **clock**.

Reading CCVC words (page 16)

The words **spill**, **flat**, **grin**, **track** and **brick** should be ticked.

Reading CCVC words (page 17)

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 CCVC words (page 18)

p	r	a	m
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f	l	a	g
---	---	---	---

p	l	u	m
---	---	---	---

s	w	i	m
---	---	---	---

Spelling CCVC words (page 19)

A coin **can** flip.; A tap **can** drip.; An egg **can** crack.; A pin **can** prick.

Reading tricky words like and have

(page 20)

Use this activity type to develop your child's spoken language by discussing their answers with them. Which sentences have they ticked?

Reading tricky words like and have

(page 21)

A ring should be drawn round the words **crabs**, **eggs**; **clocks**, **children**; **owls**, **moths**.

Reading tricky words some and come

(page 22)

A ring should be drawn round the words **cows**, **spots**, **trees**, **packs** and **damp**.

Reading tricky words some and come

(page 23)

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 was and you

(page 24)

The man **was** on the **bench**.; The crab **was** on the **rock**.; The book **was** on the **desk**.

Spelling tricky words was and you

(page 25)

He left some **milk** for **you**.; The red **light** is to stop **you**.; This **book** will help **you**.; They have a **gift** for **you**.

Reading CVCC and CCVC words

(page 26)

The word **broom** should be ticked.

Reading CVCC and CCVC words

(page 27)

A ring should be drawn round the words **stairs**, **scoop**, **snail**, **sweet** and **clown**.

Spelling CVCC and CCVC words

(page 28)

c	r	ow	n
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t	r	ee
---	---	----

d	r	ai	n
---	---	----	---

t	oa	s	t
---	----	---	---

Spelling CVCC and CCVC words

(page 29)

He trod in green **paint**.; His balloon **burst**.; He left a **trail**.; He bows to the **crowd**.

Reading tricky words there and were

(page 30)

Encourage your child to draw ten black spots on the dog, six brown eggs in the nest, three plums in the dish and seven books on the shelf.

Reading tricky words there and were

(page 31)

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 little and one

(page 32)

the little red hen

the little green train

the little brown thrush

the little black goat



Encourage your child to colour the pictures according to the sentences.

Reading tricky words little and one

(page 33)

Encourage your child to draw one brown duck on the pond, one green tree on the steep hill, one silver spoon in the dish and one burnt crust on the plate.

Spelling tricky words they, all and are
(page 34)

Are **they** on the flight?; Jamil had **all** the sweets.; I like art best of **all**.; Some cows **are** brown.; The rocks **are** smooth.

Spelling tricky words they, all and are
(page 35)

They **are** all soft.; They are **all** hard.; They **are** all clear.; **They are all** foods.; **They are all** sweet.

Reading words with adjacent consonants (page 36)

The words **stamp**, **drink**, **crisps**, **slept** and **strap** should be ticked.

Reading words with adjacent consonants (page 37)

handstand

printer

streetlight

footprint

scrapbook

Spelling words with adjacent consonants (page 38)

A ring should be drawn round **4** for clown, **5** for crust, **4** for stool and **5** for street (also accept **4** for road).

Spelling words with adjacent consonants (page 39)

We have cash to s p e n d.; Grip the lid and t w i s t.; Press to p r i n t.; He stood on a tree s t u m p.; A film was on the big s c r ee n.

Reading tricky words out and do
(page 40)

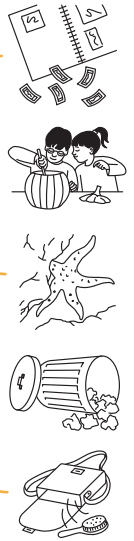
A little starfish crept out of the crack.

A hairbrush fell out of her handbag.

All the rubbish fell out of the dustbin.

Some tickets drop out of the scrapbook.

The children scoop out bits of the pumpkin.



Reading tricky words out and do
(page 41)

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 what and when
(page 42)

What is this?

What is this?

What is this?

What is this?

What is this?

What is this?

my scarf

a spring

some string

some stamps

a trunk

Reading tricky words what and when
(page 43)

The answers **at night**, **in winter**, **in a flood** and **in the dark** should be ticked.

Spelling tricky words my and her
(page 44)

I have lost **my scarf**.; I scrub **my hands**.; They are **my crisps**.

Spelling tricky words my and her

(page 45)

She lost her paintbrush.



She spilt her coffee.



She burnt her toast.



She spent all her cash.



She cut her hair.



She went in her garden.



Spelling two-syllable words (page 46)

This is my **painting**.; They are her **children**.;

This is my **lunchbox**.; This is her **toothbrush**.;

This is my **flower**.