

Phonics Practice Pupil Book 5 Answers

Reading words with digraphs and trigraphs (page 4)

stairs, stars, sleep, scoop, bright, burst, flower, float, strain, storm

The words **stairs**, **scoop**, **burst**, **flower** and **storm** should be ticked.

Reading words with digraphs and trigraphs (page 5)

paint
• — • •

spear
• • —

toast
• — • •

thrush
— • • —

spoon
• • — •

marching
• — — • —



Reading words ending -est (page 6)

the brightest star



the steepest ramp



the sharpest point



the smoothest string



the darkest hair



Reading words ending -ed (page 7)

A ring should be drawn round the words **grewed**, **hooted**, **pointed**, **started** and **floated**.

Reading tricky words love and looked (page 8)

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 love and looked (page 9)

The king lost his crown.

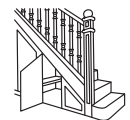
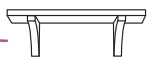
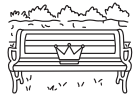
He looked cross.

He looked up on the highest shelf.

He looked under the stairs.

He looked in the chest.

He looked in the garden. There it was.



The digraph ay (page 10)

I have some soft clay.

Press to spray.

What a lot of hay!

There is one crayon.

It rained today.



The digraph ay (page 11)

A ring should be drawn round the answers **pay**, **sway**, **stay**, **play** and **lay**.

The digraph ou (page 12)

proud, pound, sprouts, spout, count, clout, mount, mouth, fairground, playground

The words **pound**, **sprouts**, **count**, **mouth** and **fairground** should be ticked.

The digraph ou (page 13)

| | | |
|---|----|---|
| l | ou | d |
|---|----|---|

| | | |
|----|----|---|
| sh | ou | t |
|----|----|---|

| | | | |
|---|----|---|---|
| r | ou | n | d |
|---|----|---|---|

| | | | | |
|---|---|----|---|---|
| g | r | ou | n | d |
|---|---|----|---|---|

The digraph ie (page 14)

tie
• —

fries
• • — •

magpie
• • • • —

lie
• —

flies
• • — •



The digraph ie (page 15)

I **spied** one magpie.; The flowers have all **died**.; The string was **tied** round.; She **tried** some of the pie.; Do you like **fried** eggs?; "Get out of the way," he **cried**.

Reading tricky words oh and people (page 16)

Oh dear, I have lost my sheep.

Oh Gran, what big teeth you have!

Oh no! Someone is sleeping in my bed.

Oh, I am way too quick for you.



Reading tricky words oh and people (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'?

The digraph ea (page 18)

A ring should be drawn round the words **peas**, **stream**, **peach**, **beads** and **teapot**.

The digraph ea (page 19)

| | | |
|---|----|----|
| b | ea | ch |
|---|----|----|

| | | | |
|---|----|---|---|
| b | ea | n | s |
|---|----|---|---|

| | | | |
|---|---|----|---|
| s | t | ea | m |
|---|---|----|---|

| | | | | |
|---|---|---|----|---|
| s | c | r | ea | m |
|---|---|---|----|---|

The digraph oy (page 20)

Jump for joy.

I have some toy cars.

He shouts, "Ship ahoy!"

Troy was a cowboy.

"Oh no!" says Roy.



The digraph oy (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'?

The digraph ir (page 22)

first, third, girl, sir, squirt, shirt, thirst, thirteen, birthday

A ring should be drawn round the words **first**, **girl**, **shirt**, **thirteen** and **birthday**.

The digraph ir (page 23)

The answers **a blackbird**, **a shirt**, **stir**, **a smirk** and **dirt** should be ticked.

Spelling tricky words some and come

(page 24)

some crayons; some clouds; some toys

Spelling tricky words some and come

(page 25)

Come out of there.; **Some** girls tried to help.;
Can you **come** out to play?; We found **some**
red beads.; **Come** and enjoy the beach.;
Come and read to the teacher.

Reading tricky words their and your

(page 26)

People stir their **tea**.; Children play with their
toys.; The peach was out of their **reach**.;
The crowd shout for their **team**.; The twins
enjoyed their **birthday**.

Reading tricky words their and your

(page 27)

Encourage your child to draw some cream
on the pie, some peas with the meat, some
fries with the burger and a drink of tea with
the meal.

The digraph aw (page 28)

shawl, straw, saw, jaw, laws, lawn, drawing,
dawn

The words **shawl**, **straw**, **saw**, **lawn** and
drawing should be ticked.

The digraph aw (page 29)

| | | |
|---|---|----|
| d | r | aw |
|---|---|----|

| | | |
|---|---|----|
| c | l | aw |
|---|---|----|

| | | | |
|---|---|----|---|
| c | r | aw | l |
|---|---|----|---|

| | | | | |
|---|---|---|---|----|
| j | i | g | s | aw |
|---|---|---|---|----|

The digraph ue (page 30)

Sue

• —

bluebell

• • — • • —

argue

— • —

statue

• • • • —

blue

• • —



The digraph ue (page 31)

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

The digraph ew (page 32)

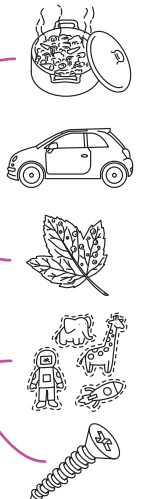
I saw dew on a leaf.

I found one screw.

Your stew smells good.

I like their new car.

I have a few stickers.



The digraph ew (page 33)

The north wind **blew**.; Their sunflower **grew**.;
All the birds **flew** away.; I **drew** a girl and a
boy.; The cows **chew** their hay.; Andrew joined
the **crew**.

Spelling tricky words said, so, have

(page 34)

They **said** the pie was **so** good.; It was true,
or **so** he **said**.; Dawn **said** the sea looked **so**
blue.; "You tried **so** hard," **said** the teacher.;
Lewis **said** your lawn is **so** green.; "I am **so**
proud of you," **said** Dad.

Spelling tricky words said, so, have

(page 35)

Cats **have** **claws**.; Dogs **have** **paws**.; Mouths **have** **teeth**.; Teapots **have** **spouts**.

Reading tricky words Mr and Mrs

(page 36)

Encourage your child to colour Mr Renfrew's shirt blue and his beard black and Mrs Floyd's skirt green, her shawl blue and her hat red.

Reading tricky words Mr and Mrs

(page 37)

Mr Boyd reads the clues.



Mr Mount loves to draw.



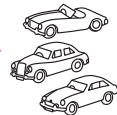
Mrs Kirk tries a new sport.



Mr Shaw collects toy cars.



Mrs Drew flew to Spain.



Mrs Day grew beans and peas.



The digraph oe (page 38)

Joe stands on tiptoe.



A balloon goes pop.



Count your toes.



We play dominoes.



Pick up the garden hoe.



The digraph au (page 39)

Maud

• — •

launch

• — • —

haunted

• — • • • •

daub

• — •

August

— • • • •



The split digraph i-e (page 40)

pipe, prize, fine, fire, side, slide, smile, bike,

bite, tile, time

A ring should be drawn round the words **pipe**, **fire**, **slide**, **bike** and **time**.

The split digraph i-e (page 41)

I **like** playing on my **slide**.; I **like** having a day at the seas**ide**.; I **like** to **ride** my **bike**.; I **like** to win first **prize**.

Reading tricky words asked and called (page 42)

Ask Mr Clive what **time** it is.; He asked if the room was **haunted**.; Ask if you can have three **goes**.; Paula asked for a ride on my **bike**.; Mike asked to play hide and **seek**.

Reading tricky words asked and called (page 43)

There was a little boy called Jay.

"Go away!" called the first little pig.

The king called for his slippers.

"Call for the rescue team!" she shouted.

"Come back!" they called.

They called the kitten Spike.



The split digraph a-e (page 44)

gate, gaze, fame, flame, crate, craze,

pancake, snake, cornflakes, milkshake

A ring should be drawn round the words **gate**, **flame**, **crate**, **pancake** and **milkshake**.

The split digraph a-e (page 45)

p l a t e

f r a m e

p l a n e

s k a t e

The split digraph o-e (page 46)

nose

stone

note

smoke

rose



The split digraph o-e (page 47)

The statue was made of **stone**.; Dad was late so he called **home**.; Mrs Rose drove down the **slope**.; Mr Deal was left all **alone**.; In the winter their pond **froze**.; He looked down into the **hole**.

The split digraph u-e (page 48)

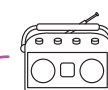
Mr Blake plays the flute.

Use this to rule a line.

Oh, what a cute kitten!

Do you love prunes?

Turn up the volume.



The split digraph u-e (page 49)

A ring should be drawn round the answers **June**, **a cube**, **a tube**, **a flute** and **volume**.

Reading tricky words could, would, should (page 50)

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

Reading tricky words **could, would, should** (page 51)

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 **there and were** (page 52)






"Oh look, **there** is a cave," the children said.;
 "What is in **there**?" **they** said.; **They** went and looked inside.; **There** was a dragon in **there**.;
 "What are you doing **there**?" **they** said.

Spelling tricky words **there and were** (page 53)

There were three cakes on the **plate**.; **There were** five birds on the **gate**.; **There were** seven bees around their **hive**.

Encourage your child to draw eight more grapes in the bunch; two more cakes on the plate; two more birds on the gate and three more bees around the hive.

The split digraph e-e (page 54)

| | |
|-------------------------|---|
| athlete • — • • |  |
| trapeze • • • • • |  |
| Steve • • • |  |
| theme park — • • — • |  |
| Eve • |  |

The split digraph e-e (page 55)

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 wh (page 56)

wheat, white, while, whale, whisk, whack, whisker, whisper, wheelchair, whirlpool

A ring should be drawn round the words **wheat, whale, whisk, whisper** and **wheelchair**.

The digraph wh (page 57)

Which of these is round?; **When** do birds wake up?; **Which** of these is a shape?; **What** means to turn round?

A ring should be drawn round the answers **a wheel, at dawn, a cone** and **whirl**.

The digraph ph (page 58)

I saw a phin.

This is my phonics book.

Mrs philips is a teacher.

I love my toy phelephant.

phew! It's so hot.



The digraph ph (page 59)





Box 1: A ring should be drawn round the answers **a whale, a seal** and **a dolphin**.

Box 2: A ring should be drawn round the answers **phonics, teachers** and **the alphabet**.

Box 3: A ring should be drawn round the answers **Ralph, James** and **Jake**.

Box 4: A ring should be drawn round the answers **a phone, a note** and **a whisk**.

Reading tricky words **our and here** (page 60)

| | |
|---------------------------------------|---|
| These are our homemade cakes. |  |
| Here are our new reading books. |  |
| All our toys and games are kept here. |  |
| Here are the clay pots we made. |  |

Reading tricky words **house** and **mouse** (page 61)

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

Phoneme families (page 62)

the /ow/ sound **ou**

the /ur/ sound **ir**

the /w/ sound **wh**

the /f/ sound **ph**

the /ai/ sound **ay, a-e**

the /igh/ sound **ie, i-e**

the /ee/ sound **ea, e-e**

the /or/ sound **aw, au**

the /oa/ sound **oe, o-e**

the /oo/ or /yoo/ sound **ue, ew, u-e**