

# Phonics Practice Pupil Book 6 Answers

## Alternative pronunciation of i /igh/ (page 4)

A ring should be drawn round the words **kind**, **mind**, **wild**, **find**, **blind** and **silent**.

## Alternative pronunciation of i /igh/ (page 5)

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

## Alternative pronunciation of o /oa/ (page 6)

The words **old**, **both**, **told**, **most**, **open** and **hello** should be written on the post box.

## Alternative pronunciation of o /oa/ (page 7)

I called to say h e ll o.

Meet Tog. He is our r o b o t.

The cow jumped o v e r the moon.

Has your house been s o l d?

Keep your painting in a f o l d e r.

Would you like a pot of g o l d?

## Alternative pronunciation of a /ai/ (page 8)

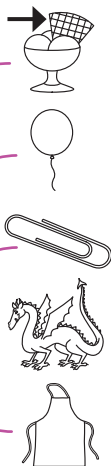
dragon

wafer

apron

balloon

paperclip



## Alternative pronunciation of a /ai/ (page 9)

Meet me here **later**.; I asked for eggs and **bacon**.; A cook would use a **grater**.; The oak tree grew from an **acorn**.; The new boy was called **David**.; Mr Day looked in his **newspaper**.

## Spelling tricky words one and little (page 10)

Our house is number **one**.; Here are **five** gold coins.; I have **one** pet mouse.; Mr Old took **one** photo.; We found **nine** acorns.

## Spelling tricky words one and little (page 11)

one little tiger; one little boy; one little girl; one little bird

## Reading tricky words water and want (page 12)

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 water and want (page 13)

I want a new house.

We want a robot to make our tea.

I want you to find me a pot of gold.

Water! I want some water.

I want to grind this corn.



## Alternative pronunciation of u /yoo/ and /oo/ (short) (page 14)

A ring should be drawn round the words **stupid**, **human**, **music**, **units** and **tulip**.

## Alternative pronunciation of u /yoo/ and /oo/ (short) (page 15)

Box 1: A ring should be drawn round the answers **a menu**, **a newspaper** and **a poster**.

Box 2: A ring should be drawn round the answers **tulips**, **buttercups** and **bluebells**.

Box 3: A ring should be drawn round the answers **a tuba**, **a banjo** and **a trumpet**.

Box 4: A ring should be drawn round the answers **uniforms**, **humans** and **umbrellas**.

Box 5: A ring should be drawn round the answers **a pudding**, **butter** and **a mango**.

## Alternative pronunciation of e /ee/ (page 16)

A ring should be drawn round the words **she's**, **we**, **maybe**, **evil**, **email** and **secret**.

## Alternative pronunciation of e /ee/ (page 17)

Leroy told me a **secret**.; She stood right **behind** me.; He tried to **remember** her name.; Peter wants to send an **email**.; We want you to run in the **relay**.; Mr Roy pulled the **lever** down.

## Spelling tricky word do and the contraction don't (page 18)

Use this activity type to develop your child's spoken language by discussing their answers with them. Why have they chosen 'I do' or 'I don't'?

## The contractions he's, she's, I'm (page 19)

Omar says **he's** feeling cold.; Kate thinks **she's** come first.; Eve says **she's** late again.; **He's** quick so he comes first.; He tries to get out but **he's** stuck.; I don't think **I'm** going to make it to the game.

## Reading tricky words who, whole, where (page 20)

Who ate a whole tube of sweets?

Who drank the whole lake?

Who painted the whole town blue?

Who found a whole pack full of seeds?

Who ate the fish whole?



## Reading tricky words who, whole, where (page 21)

A ring should be drawn round the answers **in the wild**, **a queen**, **in gardens** and **a child**.

## Alternative pronunciation of ow /oa/ (page 22)

A ring should be drawn round the words **show**, **slow**, **blow**, **throw**, **low** and **shadow**.

## Alternative pronunciation of ow /oa/ (page 23)

I want my flowers to g r ow.

I have a whole lawn to m ow.

The band put on a sh ow.

I saw a whole r ai n b ow.

The water began to f l ow.

Who opened the w i n d ow?

## Alternative pronunciation of ie /ee/ (page 24)

thief

shield

cookie

bow tie

briefcase



### Alternative pronunciation of ie /ee/

(page 25)

A ring should be drawn round the answers **a thief, in a field, a pilot, a shriek** and **a selfie**.

### Alternative pronunciation of ea /e/

(page 26)

The words **deaf, spread, feather, weather, dead** and **threat** should be written on the slice of bread.

### Alternative pronunciation of ea /e/

(page 27)

I **read** the whole book.; He was puffing and out of **breath**.; The spilt water began to **spread**.; Who can stand on their **head**?; In the heat, he began to **sweat**.; I want peanut butter on my **bread**.

### Reading tricky words any, many, two

(page 28)

one, no, one, one, no

### Reading tricky words any, many, two

(page 29)

Encourage your child to draw two buttons on the snowman; two bows in the girl's hair; two lines down the shield and one more fried egg on the plate.

### Alternative pronunciation of er /ur/

(page 30)

herbs

perch

person

perfume

kerb



### Alternative pronunciation of er /ur/

(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'?

### Alternative pronunciation of y /ee/

(page 32)

jolly, jelly, lorry, lolly, baby, body, fifty, yummy

The words **jelly, lolly, baby, fifteen** and **yummy** should be ticked.

### Alternative pronunciation of y /ee/

(page 33)

Box 1: A ring should be drawn round the answer **dirty**.

Box 2: A ring should be drawn round the answer **hungry**.

Box 3: A ring should be drawn round the answers **daisy** and **poppy**.

Box 4: A ring should be drawn round the answers **tummy** and **elbow**.

Box 5: A ring should be drawn round the answers **dolphin** and **jellyfish**.

### Alternative pronunciation of y /igh/

(page 34)

/y/: year, yellow, yelp

/ee/: funny, very, easy

/igh/: cry, spy, dry

### Alternative pronunciation of y /igh/

(page 35)

A baby began to

cry.

Most birds can

fly.

Two boats float

by.

Why do people

fry fish?

Two kites fly

in the sky.

The sly fox hid

by the water.



## Reading tricky words school and work (page 36)


Box 1: A ring should be drawn round the answers **an alphabet, a globe, a crayon, a phonics book, a drawing and a storybook.**


Box 2: A ring should be drawn round the answers **counting, reading, drawing, throwing and growing.**


## Reading tricky words school and work (page 37)


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


## Alternative pronunciation of ou /oa/ and /oo/ (long) (page 38)

mould 

mountain 

boulder 

smoulder 

spout 

## Alternative pronunciation of ou /oa/ and /oo/ (long) (page 39)

I like to work in a group.

Do you have two shoulders?

I don't want any mouldy soup.

Count how many coupons I have.

Are you proud of your schoolwork?

Grandad worked hard in his youth.

I found a toucan sitting on a big round boulder.

## Alternative pronunciation of ou /u/ (page 40)

A ring should be drawn round the words **touch, cousin and young.**

## The grapheme oul (page 41)

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 thought and different (page 42)

The little mouse thought he could help.

An old lady thought she would make soup.

The sly fox thought of a clever plan.

A young boy thought he could touch the sky.



## Reading tricky words thought and different (page 43)

Encourage your child to make one line a different size; draw two different shapes; make the bowls look different and draw a different sort of cake.

## Alternative pronunciation of a /o/ (page 44)

A ring should be drawn round the words **was, wasp, wand, washing, swan, swap and squash.**

## Alternative pronunciation of a /o/ (page 45)

**What** will an acorn grow into?; **What** can fly in the sky?; **What** might you **want** for dinner?; **What** do you **wash** in water?

A ring should be drawn round the answers **an oak tree, a wasp, soup and hands.**

## Alternative pronunciation of ch /c/ and /sh/ (page 46)

A ring should be drawn round the words **ache, chorus, Chrissy, echo, chemist and orchestra.**

**Alternative pronunciation of ch /c/ and /sh/** (page 47)


The parchute is open.

Chris works as a chef.

Archie tried the water chute.

A chemist sells many different pills.

Charlene sang the whole chorus.



**Reading tricky words friend and through** (page 48)

The sentence **Ellie had a friend called Harry.** should be ticked.

The sentence **Annie the ant met her friend Billy the butterfly.** should be ticked.

**Reading tricky words friend and through** (page 49)

Don't try to go through a **swamp**.; Follow the trail through the **wood**.; He couldn't get through the **hole**.; A plane flew through the **sky**.; She looked through the **window**.

**Alternative pronunciation of g /j/** (page 50)

A ring should be drawn round the words **giant, magic, germ, ginger, huge** and **danger**.

**Alternative pronunciation of g /j/** (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'?

**Alternative pronunciation of c /s/** (page 52)


comic

ice cube

cactus

saucer

princess



**Alternative pronunciation of c /s/** (page 53)

A ring should be drawn round the answers **in space, at a circus, a slice, in a cage** and **fancy dress**.

**Reading tricky words once and eye** (page 54)

The ginger cat opened one eye.

Once there was a funny clown.

Once there was a giant with just one eye.

The gingerbread man had two little eyes.

There was once a princess with eyes like gemstones.

