

Phonics Practice Pupil Book 7 Answers

Alternative grapheme for /v/ ve

(page 4)

Fry in olive oil.



Weave a basket.



Carve the meat first.



Leave at twelve noon.



Swerve to avoid danger.



Alternative grapheme for /v/ ve

(page 5)

Giants **have** two massive feet.; Owls **have** huge round eyes.; I will **give** you a clue to solve.; Sweatshirts **have** two sleeves.; **Give** those seeds some water.; My friends **live** at number twelve.; Many bees can **live** in a beehive.

Alternative graphemes for /s/ se and ce

(page 6)

house, horse, nurse, purse, pulse, grease, goose, tortoise, tense

The words **horse, nurse, purse, goose** and **tortoise** should be ticked.

Alternative graphemes for /s/ se and ce

(page 7)

Once upon a time there was a **prince**.; They have been friends ever **since**.; I thought I could hear your **voice**.; Chefs make different sorts of **sauce**.; I once tried to **bounce** on my bed.

Alternative graphemes for /z/ ze and se

(page 8)

Dust makes me sneeze.



Smile, please.



Press the pause button.



Please stop that noise!



Squeeze the tube.



Alternative graphemes for /z/ ze and se

(page 9)

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 graphemes for /l/ or /ul/ le, el, al

(page 10)

paddle, puddle, needles, noodles, bottle, bubble, handle, candle, pebble, purple

A ring should be drawn round the words **puddle, noodles, bottle, candle** and **pebble**.

Alternative graphemes for /l/ or /ul/ le, el, al

(page 11)

A ring should be drawn round the answers **a tunnel, a model, a squirrel** and **pedals**.

Reading tricky words laugh and because

(page 12)

The little princess would not laugh.



The clown could not make her laugh.



The mouse tried to make her laugh.



The princess saw a little boy laughing.



It made her giggle and she began to laugh.



Reading tricky words **laugh** and **because** (page 13)

The answers **because you tickle them**, **because they hear a funny joke** and **because they are feeling happy** should be ticked.

Alternative grapheme for /ch/ **tch** (page 14)

hatch, hutch, watch, witch, sktch, strch, kitchen, ketchup, butcher, bltch

The words **hutch**, **watch**, **sketch**, **ketchup** and **butcher** should be ticked.

Alternative grapheme for /ch/ **tch** (page 15)

patch, switch, bench, catch, beach, torch, match, witch

Alternative graphemes for /j/ **dge** and **ge** (page 16)

bridge, badge, fridge, fudge, edge, hedge, judge, dodge, sledge, sludge

A ring should be drawn round the words **badge**, **fridge**, **hedge**, **judge** and **sledge**.

Alternative graphemes for /j/ **dge** and **ge** (page 17)

Some people have a fringe.

A barge can go through a tunnel.

Bulls charge if they are angry.

A badger is as large as a house.

Hedgehogs can change shape.

A shop might charge twice for fudge.

You could get lost in a strange place.

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

Plural **-s** and **-es** (page 18)

Lily cut out patches to make a quilt.

Reece broke his leg and is on crutches.

I read a story about two witches.

The old lamp had a few scratches.

We made two batches of cakes.



Plural **-s** and **-es** (page 19)

two empty purses; two old watches; a box of matches; a tin of medals; two boxes of buttons; some birthday cake candles

Alternative graphemes for /u/ **o** and **o-e** (page 20)

A ring should be drawn round the words **nothing**, **front**, **worry**, **month** and **love**.

Alternative graphemes for /u/ **o** and **o-e** (page 21)

Box 1: A ring should be drawn round the answers **a son**, **a mother**, **a grandmother** and **a brother**.

Box 2: A ring should be drawn round the answers **August**, **October** and **December**.

Box 3: A ring should be drawn round the answers **gloves**, **sandals** and **trousers**.

Book 4: A ring should be drawn round the answers **front cover**, **title**, **chapter** and **page**.

Alternative graphemes for /ee/ **ey** (page 22)

A stream leads mee to a sandy beach.

We see three sheep as sleep in a field.

Eve has a very brief dip in the icy sea.

ee: see, three, sheep, asleep

ea: leads, beach, sea

e-e and e: me, We, Eve, the

ie: field, brief

y: sandy, very, icy

Note: 'e' in 'the' is sometimes pronounced as a long /ee/ sound.

Alternative graphemes for /ee/ ey

(page 23)

turkey, trolley, valley, volley, monkey, money,
hockey, honey, chimney

The words **trolley**, **valley**, **monkey**, **honey** and **chimney** should be ticked.

Alternative graphemes for /oo/ ui

(page 24)

Andrew is in the ble group at school.

Use a spoon for scooping up soup.

Is it true that Sue had a new uniform in June?

oo: school, spoon, scooping

ue: blue, true, Sue

ew: new

u-e and u: Use, uniform, June

ou: group, soup

Alternative graphemes for /oo/ ui

(page 25)

Who wants some juice?

Pack your suitcase.

Bring your swimsuit.

Slice the grapefruit.

Have you been on
a cruise?



Alternative graphemes for /oa/

(page 26)

Tony spoke on the phone from home.

A coach broke down on the coast road.

Old Joe grows marrows for the sho.

oa: coach, coast, road

oe: Joe

o-e: spoke, phone, home, broke

o: Old

ow: grows, marrows, show

Alternative graphemes for /igh/

(page 27)

night, bike, fly, light, magpie, slide

Contractions (page 28)

A ring should be drawn round the words

Don't, I've, I'll, didn't, can't, I'm

I'm, don't, I'll

Contractions (page 29)

Go away, Mr Wolf. You **can't** come in.

I'm a troll and **I'm** coming to gobble you up.

Then **I'll** huff and **I'll** puff and **I'll** blow your house down.

Oh no, **don't** eat me. **I'm** just a little Billy Goat Gruff. **I'm** too little to eat.

Spelling tricky words oh, Mr, Mrs

(page 30)

Oh dear, I have lost my **suitcase**.; **Oh** good, all my sums are **right** (also accept **correct**).;

Oh look, it is starting to **snow**.; **Oh** no! Who left the **gate** open?

Spelling tricky words oh, Mr, Mrs

(page 31)

She said her name was **Mrs** Dudley.; The man said he was **Mr** Butcher.; The lady in charge was **Mrs** Philips.; He said his brother was **Mr** Reeves.; The little old woman was called **Mrs** Price.; **Mr** Pope was the gentleman with the large dog.

Alternative graphemes for /or/ oor and ore (page 32)

Paul and Laura saw a stork. It made an awful squawk.

The storm in the north means the rocket cannot launch.

or: stork, storm, north

aw: saw, awful, squawk

au and aur: Laura, launch

Alternative graphemes for /or/ oor and ore (page 33)

A ring should be drawn round the answers **a core, the shore, poor** and **a pinafore**.

Alternative graphemes for /or/ a and al (page 34)

A ring should be drawn round the words **ball, call, fall, hall, small, chalk** and **talking**.

Alternative graphemes for /or/ a and al (page 35)

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 called and asked (page 36)

Once there was a **horse called** Harvey.; The story is about a **dolphin called** Flipper.; My brother **called** his pet **snake** Sidney.; Their new **teacher** was **called** Mrs Walker.

Spelling tricky words called and asked (page 37)

Mr Shaw **looked** over the wall.; A thief **looked** for jewels to steal.; The new teacher **asked** the way to the hall.; Someone **asked** me the football score.; The poor man **asked** the king for money.

Alternative graphemes for /ur/ (w)or and ear (page 38)

worse, words, worm, worth, world, worship, workbook, crossword

A ring should be drawn round the words **words, worm, world, workbook** and **crossword**.

Alternative graphemes for /ur/ (w)or and ear (page 39)

People work to earn money.

You go to school to learn.

Buses are always early.

Earthworms have large eyes.

Stars are heard at night.

Pearls are worth a lot of money.

A word search is a sort of puzzle.

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 busy and pretty (page 40)

I am busy doing my phonics **work**.; Don't disturb me if I am **busy**.; Her son works in a busy **city**.; A cat was busy searching for **mice**.; Mrs Lodge is a very busy **person**.

Reading tricky words busy and pretty (page 41)

Pretty flowers grew round the door.

The doll wore a pretty blouse and skirt.

The couple live in a pretty little house.

What a pretty baby!

He played a pretty tune on the flute.



Alternative graphemes for /ear/ eer and ere (page 42)

deer, beer, steer, sneer, jeers, sphere, severe

The words **deer, beard, steer, gears** and **sphere** should be ticked.

Alternative graphemes for /ear/ eer and ere (page 43)

A ring should be drawn round the answers **peer**, **steer**, **a deer**, **a sphere** and **a year**.

Alternative graphemes for /air/ are, ear, ere (page 44)

Share air your sweets with ear.

Did I ear you?

The air and tortoise had a race.

It's my ear swimsuit.

Take ear. Bewear of the dog.



Alternative graphemes for /air/ are, ear, ere (page 45)

Where is my teddy **ear**?; He must be **ere**.; I've made him a scarf to **ear**.; He might be under the pear **ere**.; No, there he is on the **air**.

Spelling tricky words your and their (page 46)

Is that your **ear**? (also accept **ear**); Is that your **air**?; Is that your **ere**?; Is that **ear** pet **ere**?; Is that **ear** house over there?

Spelling tricky words your and their (page 47)

Do you have **ear** bus fare?; Please wash **ear** hands.; People like to cheer for **ear** team.; The group will share **ear** crayons.; The twins have lost **ear** gloves again.; Have you learnt **ear** words for the play?

Introducing the /ure/ phoneme (page 48)

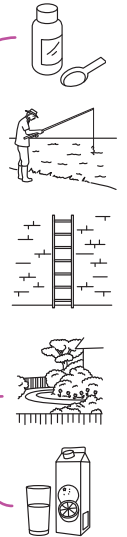
I like ure fruit juice.

Check the ladder is ure.

This will ure my sore throat.

He tried to ure the huge fish with bait.

ure helps plants grow.



Introducing the /ure/ phoneme (page 49)

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

Alternative grapheme for /ch/ t(ure) (page 50)

Visit the ture trail.

I can fix a ture.

Stir the ture well.

Is a ture a bird?

I saw many tiny tures.



Alternative grapheme for /ch/ t(ure) (page 51)

Paige drew a very pretty **ture**.; The vulture is a strange **ture**.; The chef made her cake **ture**.; We might live on Mars in the **ture**.; The story was quite an **ture**.; Creatures and flowers are part of **ture**.

Alternative graphemes for /ar/ a and al (page 52)

The words **glasses**, **branch**, **banana**, **vase** and **bathroom** should be ticked.

Alternative graphemes for /ar/ a and al (page 53)

It is half past two.

The cow had a young calf.

Palm trees have large leaves.

Keep calm if you hear the alarm.

Hold it in your palm.



Reading tricky words hour and beautiful (page 54)

A butterfly is a rather beautiful creature.

The path went through a beautiful valley.

We played football for half an hour.

What a beautiful picture on the wall!

The film lasts for two hours.

