

# Phonics Practice Pupil Book 8 Answers

## Alternative graphemes for /er/ at the end of words or and ar (page 4)

actor, author, cellar, collar, butcher, burglar, toaster, tractor, inventor, instructor

The words **actor**, **collar**, **butcher**, **tractor** and **inventor** should be ticked.

## Alternative graphemes for /er/ at the end of words or and ar (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'?

## Longer words with the unstressed /er/ sound in the middle (page 6)

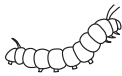
A caterpillar crawls up the wall.

We take pictures with a camera.

I played football yesterday.

I had an interesting thought.

My phone needs a new battery.



## Longer words with the unstressed /er/ sound in the middle (page 7)

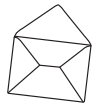
My family are ready to go on holiday.

Copy the address onto an envelope.

I could win the lottery on Saturday.

An astronaut travels into space.

The book is about dinosaurs and other animals.



## Spelling longer words (page 8)

The **crocodile** lives in water.; No one has seen a living **dinosaur**.; This animal with a trunk is an **elephant**.; This animal with a pouch is a **kangaroo**.

## Spelling longer words (page 9)

The day after Tuesday is **Wednesday**.; The day after Friday is **Saturday**.; The day before Friday is **Thursday**.; The days we go to school are **Monday, Tuesday, Wednesday, Thursday, Friday**.; We don't go to school on **Saturday** and **Sunday**.

## Alternative graphemes for /n/ kn and gn (page 10)

knock, knack, knit, knot, knees, kneels, knight, knife, knuckles

The words **knock**, **knot**, **knees**, **knight** and **knuckles** should be ticked.

## Alternative graphemes for /n/ kn and gn (page 11)

The monster began to gnash his teeth.

Who knocked over our garden gnome?

A gnat is a small flying creature.

A squirrel sat on a gnarled tree stump.

The mouse knew he could gnaw through the rope.



## Alternative graphemes for /r/ wr and /m/ mb (page 12)

His watch was wrong.

Wrap the parcel in pretty paper.

Worms often wriggle about.

Which author wrote the story?

She wore a beautiful bracelet on her wrist.



## Alternative graphemes for /r/ wr and /m/ mb (page 13)

A baby sheep is called a **lamb**.; You wear a watch on your **wrist**.; Fingers can go numb with **cold**.; Crumbs of bread are **tiny**.; A plumber would fix a **leak**.

## Spelling tricky words people and our (page 14)

Some **people** grow **their** own food.; **People** should take care of **their** pets.; Some **people** like to save **their** money for a holiday.; **People** should not drop **their** litter on the floor.; Some **people** write to **their** friends and family.

## Spelling tricky words people and our (page 15)

Welcome to **our** **classroom**.; Here are some of **our** **drawings** (also accept **paintings**).; These are **our** **plant** (also accept **flower**) pots.; These are **our** **phonics** books.; This is **our** **playground**.

## Reading tricky words shoe and parent (page 16)

Box 1: A ring should be drawn round the answers **sandals**, **trainers** and **slippers**.

Box 2: A ring should be drawn round the answers **heels**, **buckles** and **laces**.

Box 3: A ring should be drawn round the answer **Cinderella**.

## Reading tricky words shoe and parent (page 17)

Lucy lives with her parents on a farm.

Her parents are always very busy.

Her parents let Lucy feed the baby lambs.

Her parents let her ride on the tractor.

Lucy helps her parents fetch and carry the straw.



## Alternative graphemes for /s/ st and sc (page 18)

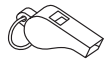
Thistles have prickles.

Leaves rustle in the breeze.

Stop and listen for the whistle.

We made a beautiful sandcastle.

Ice glistens on the fir tree.



## Alternative graphemes for /s/ st and sc (page 19)

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 /i/ y (page 20)

cylinder, syrup, crystals, cymbals, pyramid, sycamore, gymnast, bicycle, tricycle

The words **cylinder**, **cymbals**, **pyramid**, **gymnast** and **tricycle** should be ticked.

## Alternative grapheme for /i/ y (page 21)

A ring should be drawn round the answers **a cylinder, a mystery, a bicycle, syrup** and **a gym**.

## Alternative graphemes for /or/ our, oar, augh (page 22)

yours, oars, fourth, fourteen, cardboard, court, pouring, roaring, keyboard, chessboard

The words **oars, fourth, court, roaring** and **keyboard** should be ticked.

## Alternative graphemes for /or/ our, oar, augh (page 23)

Box 1: A ring should be drawn round the answers **the mother** and **the father**.

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

Box 3: A ring should be drawn round the answer **on a court**.

## Spelling tricky words friend and once (page 24)

Once there were two **friends**.; The first **friend** lived in the country.; The second **friend** lived in a busy city.; Both of the **friends** were very happy.; The two **friends** wrote to each other and talked about their lives.

## Spelling tricky words friend and once (page 25)

**Once** there was a family of **four** bears.; There was **once** a castle with **two** tall towers.; A shoemaker **once** made **two** magic slippers.; All at **once** the **four** mice ran away.

## Alternative graphemes for /ai/ eigh and aigh (page 26)

Jamie was late for training today.

Amy made a display of her paintings.

The stray dog has escaped again.

**ai:** training, paintings, again

**ay:** today, display, stray

**a-e:** late, made

**a:** Amy, escaped

## Alternative graphemes for /ai/ eigh and aigh (page 27)

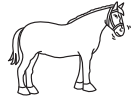
A sleigh travels over snow.

Listen to the horse neigh.

Weightlifters lift heavy weights.

My brother is eighteen today.

They wrote to him straight away.



## Alternative graphemes for /ai/ ey and ea (page 28)

Meet our friend Freya.

The sky was grey all day.

His father made steak pie.

Let's have our tea break.

What a great party they had!



## Alternative graphemes for /ai/ ey and ea (page 29)

Box 1: A ring should be drawn round the answers **clouds, plates, boulders** and **elephants**.

Box 2: A ring should be drawn round the answers **teachers, rules, parents** and **laws**.

Box 3: A ring should be drawn round the answer **scales**.

Box 4: A ring could be drawn round all the answers. Discuss your child's answers with them.

## Reading tricky words move and improve (page 30)

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 move and improve (page 31)

Planting trees could improve the school grounds.

Exercise helps improve our fitness.

We are trying to improve our handwriting.

A climbing frame would improve the playground.

She wants to improve her football skills.



## Alternative graphemes for /sh/ s and ti (page 32)

A ring should be drawn round the words **sure**, **tissues**, **shoes**, **brochure**, **sugary** and **gnash**.

## Alternative graphemes for /sh/ s and ti (page 33)

section, station, fraction, fiction, lotion, potion, direction, mention, attention, addition

The words **station**, **fraction**, **lotion**, **direction** and **addition** should be ticked.

## Alternative graphemes for /sh/ ci, ssi, si (page 34)

The magician said, "Hey presto!"

The musician played a tune.

Our house needs a large extension.

The spaceship is on a mission to Mars.

Sugar was on special offer.



## Alternative graphemes for /sh/ ci, ssi, si (page 35)

Turn and face a different **direction**.; The witch mixed a magic **potion**.; The spy is on a secret **mission**.; His parents live in a very grand **mansion**.; Improve your football skills at a training **session**.; The magic wand belongs to a **magician**.

## Spelling tricky words could, would, should (page 36)

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

## Spelling tricky words could, would, should (page 37)

**Could** you help me, please?; The bus **should** be here soon.; **Should** we leave at eight o'clock?; I knew at once it **would** be you.; You **should** come round on Friday.; This morning our car **would** not start.

## The /zh/ phoneme spelt su and si (page 38)

Measure how tall you are.

You smile with pleasure.

Be **sure** to check your **visi**on.

It was a special occasion.

We are learning division.



## The /zh/ phoneme spelt su and si (page 39)

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

Box 2: A ring should be drawn round the answers **jewels**, **gems** and **gold pieces**.

Box 3: A ring should be drawn round the answers **division**, **addition** and **fractions**.

Box 4: A ring should be drawn round the answers **listen to music**, **play sport** and **watch television**.

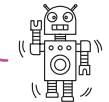
## Reading words with suffixes **-ment**, **-ness**, **-ly** (page 40)

The tailor took the king's measurements.

The robot began to make some jerky movements.

There was great excitement about the ball.

The lion thanked the mouse for his kindness.



## Reading words with suffixes **-ment**, **-ness**, **-ly** (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 and spelling words with prefix **un-** (page 42)

A ring should be drawn round the answers **unusual**, **untrue** and **untidy**.

## Reading and spelling words with prefix **un-** (page 43)

**No**, it is **unsafe**.; **No**, it is **unkind**.; **No**, it is **unfair**.; **No**, it is **unlocked**.

## Spelling words with suffixes **-er**, **-est**, **-ed** (page 44)

faster, fastest; younger, youngest; longer, longest

## Spelling words with suffixes **-er**, **-est**, **-ed** (page 45)

yawned, punched, whispered, shouted, rowed

## Reading words with suffixes **-ful** and **-less** (page 46)

Of course, the magic potion was very **powerful**.; Mr Harvey was always jolly and **cheerful**.; A bicycle without wheels is really quite **useless**.; The brave knight was quite **fearless**.