

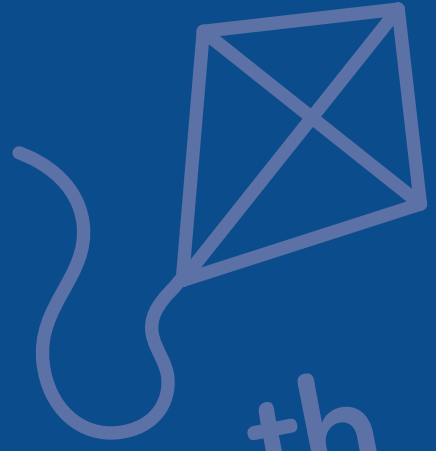


Primary  
Practice

vowel

ee

moon



th

# English

# Practice

a

phoneme

# Reception

the

## Answers

rocket

ck



bee

Includes explanations

Schofield&Sims

# Notes for parents and carers

These answers are provided to accompany the **English Practice Reception Question Book**, which is part of the **Schofield & Sims Primary Practice English** series. Answers for all the books in the series can be downloaded from the **Schofield & Sims** website.

## The structure

This PDF contains answers for every question in the book. Navigate the PDF document by clicking on the hyperlink for the desired topic in the Contents page. Questions are presented in the order they appear in the book.

In most units, explanations are included for questions that introduce new material or methods. These questions are usually the first question in a set. Explanations are also supplied for questions that children may find particularly challenging.

## Using the answers

Encourage children to work through each question carefully. They should think about what each question is asking, then write the answer as clearly and neatly as possible.

In the first unit, children are asked to trace and copy letters and digraphs (a single sound made up of two letters). To check that the questions where children copy letters have been completed correctly, ensure that children have drawn the letter in the correct position and at the correct size on the answer line (sitting on the line, not above or below it, and with all elements in proportion) and that the pencil line is smooth and correctly formed.

Many questions in this book use drawing, colouring, circling or crossing out to indicate answers, such as drawing things that begin with a specific sound. Accept all correct answers to these questions and treat the answers provided as examples only. In addition, some questions ask children to use their own ideas in their answer. Answers will vary for these question types. Guidance is given on the criteria to apply when marking these questions.

Where children have given an answer that is not correct, it may be useful to work through the question with them to correct any misunderstandings.

## The 'Final practice' section

In this book, the 'Final practice' section introduces children to mixed practice questions. It is untimed and unmarked. Timed, marked practice is introduced in the next book in the series, when children are more familiar with the concepts introduced in this book.

After completing the 'Final practice' section, it may be useful for children to review topics that they have found challenging. If they are comfortable with the material already covered, you may wish to print out and award the editable certificate from the **Schofield & Sims** website to recognise their achievement. They may then wish to expand their learning by completing the **English Practice Year 1 Question Book**.

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## s a t p i n sounds (pages 4–5)

- Copy the letters 's', 'a', 't', 'p', 'i', 'n'. Try to keep on the writing line.
- Write the letters 's', 'a', 't', 'p', 'i', 'n'. Write as accurately as possible, copying the examples in **Question 1**.

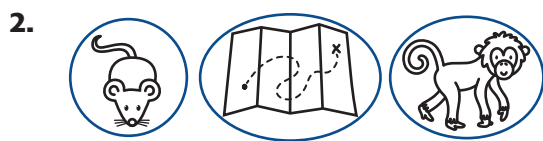
3. s  
p  
t  
n

4. t  
p  
i  
n  
a

- Answers will vary. Draw, for example: a tap, a pin, someone sitting (sat) or a nest. Make sure the /i/ sound is the sound in 'pin' and not the sound in 'ice'.

## m d g o c k sounds (pages 6–7)

- Copy the letters 'm', 'd', 'g', 'o', 'c', 'k'. Try to keep on the writing line.



- cat, pig  
The letters in the box should be used to complete the words.

4. s  
c  
g

Say each word aloud and listen for the sound that it begins with.

5. 

d	o	g
---	---	---

m	o	p
---	---	---

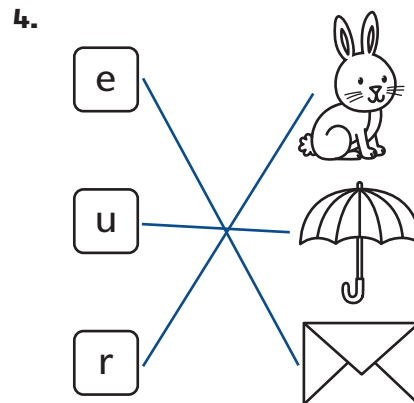
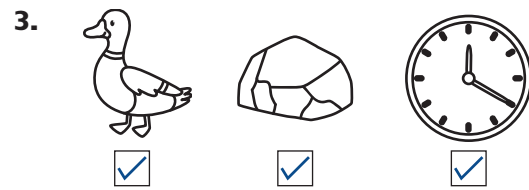
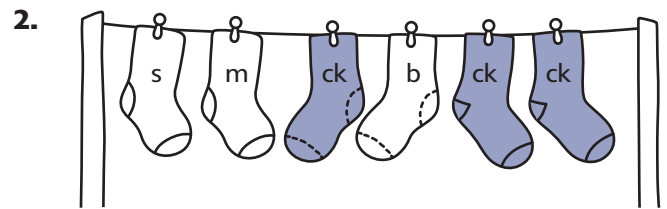
  

k	i	t
---	---	---

Say each word aloud to break it into sounds to fit in the phoneme frame.

## ck e u r sounds (pages 8–9)

- Copy the digraph 'ck' and the letters 'e', 'u' and 'r'. Try to keep on the writing line.



Make sure that each picture is matched to the correct letter.

5. 

r	a	t
---	---	---

m	u	g
---	---	---

p	e	g
---	---	---

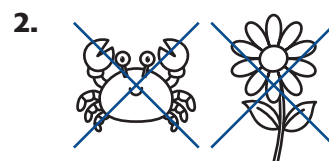
  

r	u	g
---	---	---

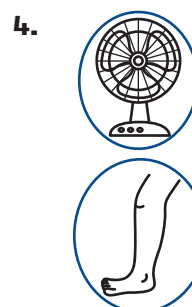
Say each word aloud to break it into sounds to fit in the phoneme frame.

## h b f l ff ll ss sounds (pages 10–11)

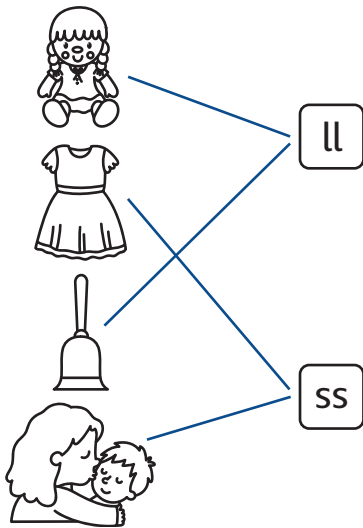
- Copy the letters 'h', 'b', 'f', 'l' and the digraphs 'ff', 'll', 'ss'. Try to keep on the writing line.



- h  
Say each word aloud to hear the sound that it begins with. Write the letter on the line.



5.

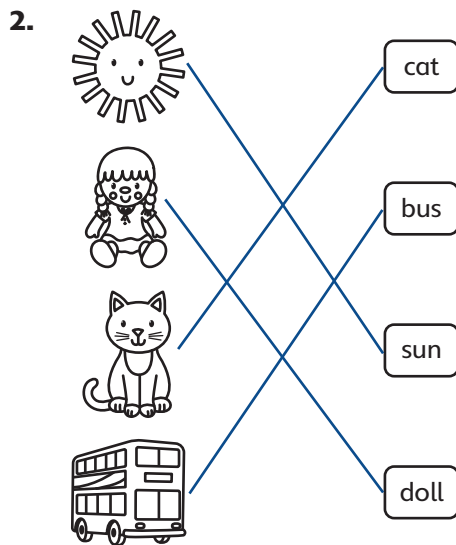


Make sure that each picture is matched to the correct digraph. Note that more than one picture can be matched to one digraph.

## Simple words (pages 12–13)

1. **d**  
**b**  
**n**  
**p**

Say each word aloud and listen for the sound it begins with.



3. fan  
bed  
cup  
map

Think about what words the letters could make. Use the pictures to help.

4. hat, pig, bat

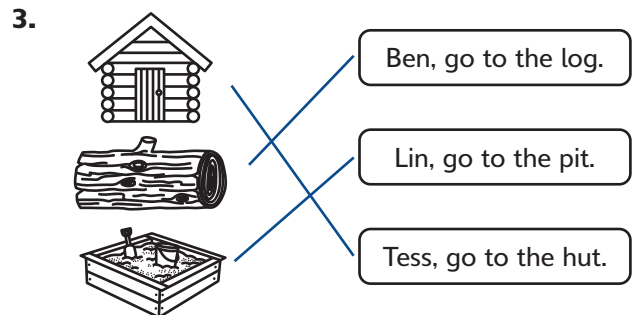
The correct word should be written under each picture.

## Tricky words 1 (pages 14–15)

1. **no** **the** **to**

Make sure that only the correct words are circled. Note that 'on' is not correct because words are read from left to right.

2. The man had **no** mug.  
Pat had **no** pins.  
Tim had **no** bucket to fill.



4. go  
no  
the  
to

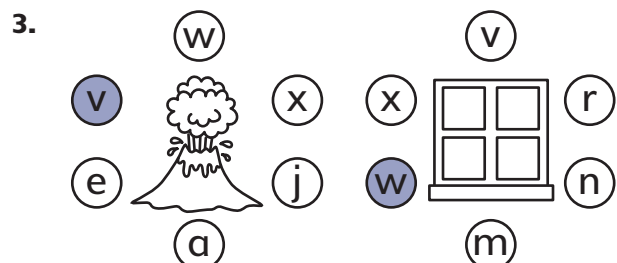
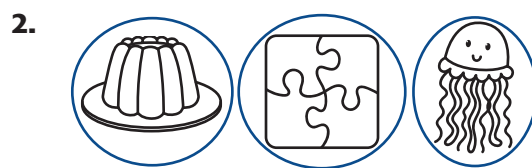
Think about what words the letters could make. Use the words in the box to help.

5. I am sad.  
I go to bed.  
I go to the top.

Make sure that the words from the box are used in the correct places in the sentences.

## j v w x sounds (pages 16–17)

1. Copy the letters 'j', 'v', 'w', 'x'. Try to keep on the writing line.



Make sure that the letter 'v' is shaded for the picture of the volcano and the 'w' is shaded for the picture of the window.

4.

the van and the man

the jacket and the hat

the box and the jam bun

5. vet  
web  
six

Think about what words the letters could make.  
Use the pictures to help.

### y z zz qu sounds (pages 18–19)

1. Copy the letters 'y', 'z', 'zz', 'qu'. Try to keep on the writing line.

2.

☒ ☒ ☒

3. tap  
sat

4. Children should draw a zip and a zigzag on the bag to match the sentences.

5.

quack

yell

fizz

buzz

6. qu i ck

Say the word aloud to break it into sounds to fit in the phoneme frame.

### ch sh th ng sounds (pages 20–21)

1.

2.

The ship is in the shed.

The shell is in a bucket.

I go to the fish shop.

Say the sentence aloud and listen for the /sh/ sound. Underline the words that have the /sh/ sound. There may be more than one in each sentence.

3. thin, thick, thick

Look at each picture and decide if each thing is thick or thin. Say each word aloud.

4. I can sing / long.

A bell can rich / ring.

The drum went bang / thing.

Tom is a ship / king.

5.

si	ch
mo	sh
ben	ng
fi	th

### ai ee igh sounds (pages 22–23)

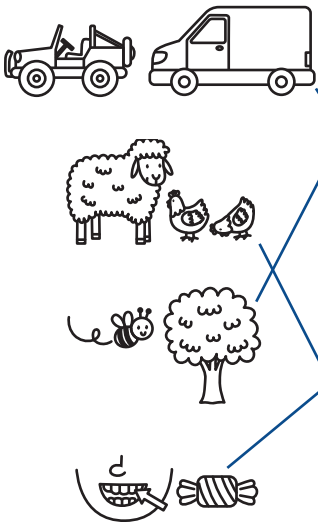
1.

rain

pain

Say the words in the raindrops aloud and listen for the /ai/ sound. Colour the words that have the /ai/ sound.

2.



the bee and the tree

the jeep and the van

the teeth and the sweet

the sheep and the chickens

3. **fight, night, right**

Say each word from the box aloud and think about its meaning. Decide what each picture shows and write the correct word under each one.

4. **deep** **meet**  
**rail** **tail**  
**fight** **light**

Say each word aloud and listen for its vowel sound. Circle all the words that have the same vowel sound.

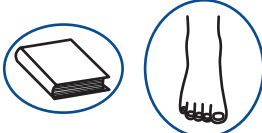
5. 

s	n	ai	l
---	---	----	---

Say the word aloud to break it into sounds to fit in the phoneme frame.

**oo oa ow oi sounds (pages 24–25)**

1.



2. **zoo**  
**goat**  
**boat**  
**moon**

Write the correct digraph 'oo' or 'oa' to complete each word. Use the pictures to help work out what the word is.

3.



4. **soap, point, cow**

The correct word should be written under each picture.

5. **down**  
**boots**  
**boil**

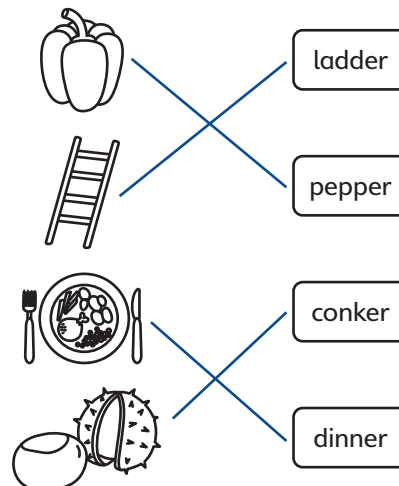
Use the written clues to work out what each word is. Say the word aloud and decide whether it has the /oo/, /oa/, /ow/, /oi/ or /ai/ sound.

**ar or ur er sounds (pages 26–27)**

1.



2.



ladder

pepper

conker

dinner

3. The cat had a **curl** in its **fur**.  
 Tom had a bad **burn** on his arm.  
 Jen did a **turn** in the **surf**.

Say the sentence aloud and listen for the /ur/ sound. Underline the words that have the /ur/ sound. There may be more than one in each sentence.

4. The night is **dark** / **worn**.  
 In the farmyard is a **cart** / **curl**.  
 The shark has a **horn** / **fin**.

Use the pictures to help find the correct answer.

5. 

f	or	k
---	----	---

Say the word aloud to break it into sounds to fit in the phoneme frame.

**ear air ure sounds (pages 28–29)**

1. Draw fair hair, a long beard and big ears on the picture to match the sentences.



3. beard  
hair  
tear  
fair

Write the correct trigraph 'ear' or 'air' to complete each word. Use the pictures to help. Say each word aloud when it is complete.

4. This is a **pair** of socks.  
I can **hear** a cow moo.  
The man has a **cure**.

Try each word from the box in each sentence to see which one makes sense. Use the pictures to help find the correct answer.

## Revision (pages 30–31)

1. **goat, dog, cat, fox, duck, chicken/hen, sheep, cow**

Look at the picture. Write the names of the eight animals in the picture.

2. I went **down** the stairs.

Anton can **see** a star.

We went to the park **with** my dog.

Try each word from the box in each sentence to see which one makes sense. Use the pictures to help find the correct answer.

3. We need to go **now**.

We **are** not good cooks!

I had a sandwich **for** lunch.

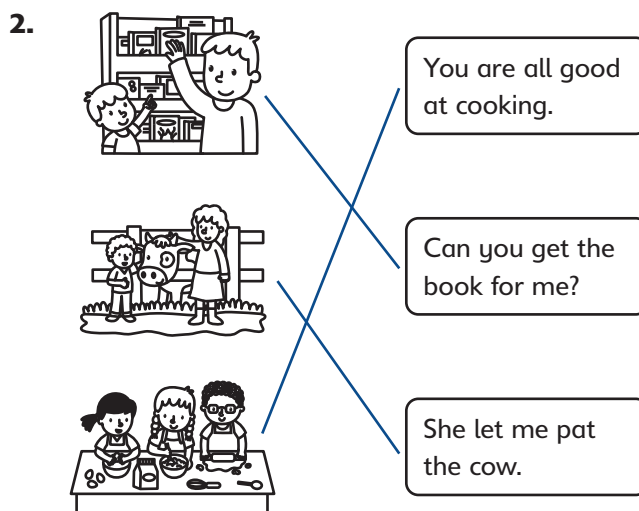
Try each word from the box in each sentence to see which one makes sense. Write the word in the sentence and read the whole sentence aloud.

## Tricky words 2 (pages 32–33)

1. **He** has not got his car.

Josh sang a song to **me**.

At the park, **she** ran with her dog.

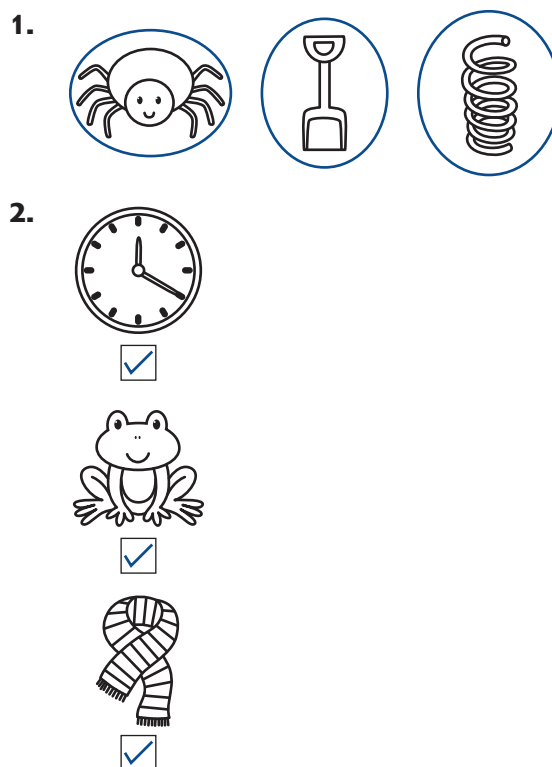


3. Draw the following to match the sentences: boots on the children's feet; red hair on the children's heads; curls in the girl's hair; big ears on all of the children; a sad expression on the children's faces.

4. **me**  
**he**  
**her**  
**was**

Think about what words the letters could make. Use the tricky words in the box to help.

## Adjacent consonants 1 (pages 34–35)





3. clap  
flash  
flag  
claw

Write 'cl' or 'fl' to complete each word. Use the pictures to help. Say each word aloud when it is complete.

4. 

sn	im
sw	ad
gl	ess
dr	iff

5. sniff, swim, glad, dress

## Adjacent consonants 2 (pages 36–37)

1. string  
star  
vest  
fist

Write 'st' to complete each word. Use the pictures to help. Say each word aloud when it is complete.

2. sand, stamp, sweet, nest

Say each word aloud and think about its meaning. Look at the pictures. Write the word that matches the picture underneath it.

3. brain, brush, brick

Copy and write the letters 'br'. Add the letters from each section of the wheel to make a new word. Say the word aloud and think about its meaning.

4. frog, lamp, tank

Use the clues to work out what the new words could be. Think about which letter in the word in bold should be changed.

5. flag, paint/brush, tree

## Adjacent consonants 3 (pages 38–39)

1. 

food	not food
milk	skunk
toast	blend
crisps	smell
plum	scoop
chips	sniff

Say each word aloud and decide whether it is food or not. Write the word in the column.

2. gift, drink, tent

Write the words with the endings 'nt', 'nk' or 'ft' in the correct places. Use the pictures to help.

3. hump, wrist

Look at each picture and think about what it shows. Think about the letters that are needed to spell the words.

4. spoon  
pond  
belt

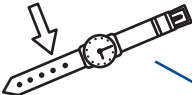


Use the pictures to find and circle the correct word in each set.

5. hand, milk, sink

Look at each picture and decide what it shows. Think about the letters that are needed to spell the word. Make sure that the 'nd', 'lk' or 'nk' word ending is spelt correctly.

## Adjacent consonants 4 (pages 40–41)

1. 

   <span style="font-size: 2em; font-weight: bold;">3</span>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px; text-align: center;">spring</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px; text-align: center;">strap</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px; text-align: center;">three</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px; text-align: center;">shrimp</div>
--	---

2. screen  
thrum  
shrimp

3. throb  
street  
scrap

Say each option aloud and think about the meaning of the word. Write the correct letters to complete each word.

4. screen  
clown  
scrub  
brush

Think about what words the letters could make. Use the pictures to help.

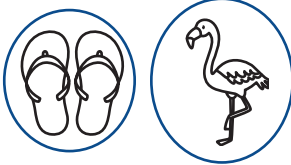
## Common words 1 (pages 42–43)

1. "I like plums," **she** said.  
"Let me help," **he** said.  
"When are we going out?" **we** said.  
"What a good book!" **he** said.
2. **ted**  
Accept 'teddy' if children try to write this.
3. **out, in, out, out**
4. We went **out** for lunch.  
I fell down and needed some **help**.  
Aziz got a letter **from** his gran.  
Try each word from the box in each sentence to find the correct answer. Make sure the sentence makes sense.

## Common words 2 (pages 44–45)

1. **big, little**  
**little, big**
2. **three, six, one**  
Use the pictures and the number words from the box to write the correct answer.
3. **were**  
**like**  
**when**  
**do**  
Think about what words the letters could make.  
Use the words in the box to help.
4. I **like** sweets.  
"No!" he **said**.  
In the park **there** is a pond.
5. We have **some** spoons.  
Milk can **come** from cows.  
I have **come** to my gran's.  
I need **some** paint and a brush.  
Try each tricky word in each sentence to find the correct answer. Make sure the sentence makes sense.

## Phoneme spot (pages 46–47)

1. 
2. **raft**  
**tent**  
**melt**  
**swept**

Try each of the letters in the box for each option to see whether they make a word. Use the pictures to help.

3. **crab**  
**stick**  
**clown**  
**car**

Look at the pictures and decide what each one shows. Look for words that begin with the sounds given in the 'I spy' clues. Think about the letters that are needed to spell the rest of the word.

4. **toy**  
**pop**

Say the words in each group aloud and listen to the sounds. Think about which sound or which letters are repeated in three of the words. The other word is the odd one out. For example: the second group has the letters 'lp' repeated at the end of three words. The word 'toy' is the odd one out because it does not have these letters.

5. Answers will vary. Accept correct answers that include the same digraph 'oa', 'oo', 'sh' or 'th' for each word.

## Reading and spelling (pages 48–49)

1. **dog**  
**pig**  
**cow**  
**duck**

Remember that some sounds are made by a digraph, such as /ow/. Remember that the /c/ sound can be written as 'c', 'k' or 'ck'. It is written as 'ck' at the end of the word 'duck'.

2. **frog** ☒  
**cards** ☒  
**gift** ☒

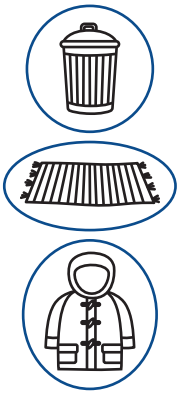
3. The **sun** is bright.  
My **jumper** is soft.  
The bell was **ringing**.  
Look out at the **rain**.

Try each word from the box in each sentence to find the correct answer. Make sure the sentence makes sense.

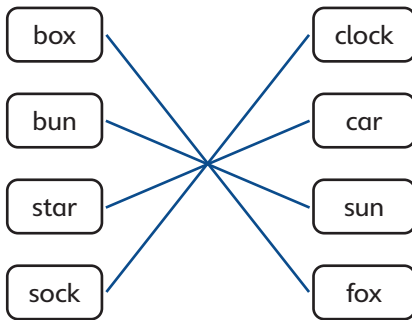
4. The fish should be coloured in red, the shells should be brown, the starfish should have dots on it and a green weed should be drawn in the tank.

## Rhyming words (pages 50–51)

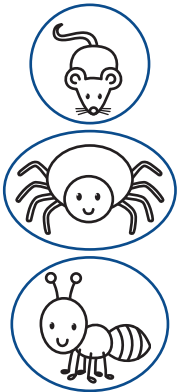
1.



2.



3.



4. sat, mat, pat, fat, hat, rat, bat, vat

Answers will vary. Say the sounds /a/ and /t/ together. Try some different letters before 'at' to see if they make a word. Think about the meaning of the word.

5. dog: bog, cog, hog, log, jog

king: ping, ring, ting, sing, wing

Answers will vary. Say each word aloud and listen to the sound it makes. Try some different letters before the 'og' and 'ing' endings to see what other words can be made. Accept any real word that rhymes with 'dog' or 'king'.

## Using capital letters and full stops (pages 52–53)

1.



2. My mum went to the shop.

I have a pet fish.

Here is my lunchbox.

Write the word from the box at the start of the sentence. Change the first letter of the word to a capital letter. A sentence always starts with a capital letter.

3. the bug was big.

my hat is red.

stars are bright.

i like to run.

Underline the letter that should be a capital letter and write a full stop at the end of each sentence. A sentence must always end with some sort of punctuation, such as a full stop.

4. The bug was big.

My hat is red.

Stars are bright.

I like to run.

The first letter of every sentence should start with a capital letter and every sentence should end with a full stop.

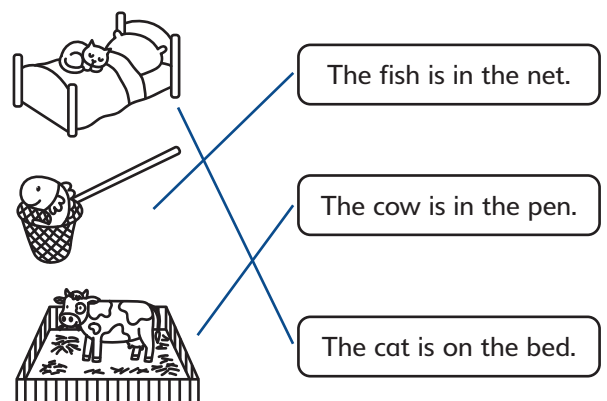
5. Tom has a pet dog.

The ted is on the chair.

Answers will vary. Accept any answer related to the pictures. For example: in the first sentence, the name will vary or may be replaced by the pronoun 'He'. Make sure that capital letters and full stops are used correctly to punctuate the sentence.

## Making simple sentences (pages 54–55)

1.



2. Here is a nest.

I can see the moon.

I like jam.

Use the pictures to help find the correct answer. Make sure the sentence makes sense.

3. The rocket went off.

The hen has chicks.

Think about what sentence the words could make. Use the pictures to help.

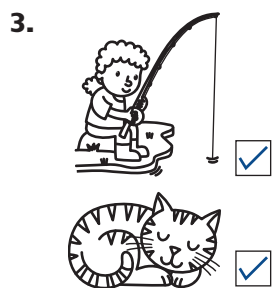
4. The queen sits on a chair. or The queen has a crown. or The cat is on her lap. or The queen has a ring on her hand. or The queen is in a dress.

Answers will vary. Accept any answers that describe the picture using at least one of the words from the box.

## Looking at pictures (pages 56–57)

1. A circle should be drawn around the giraffe, the shark in the pond and the washing line.

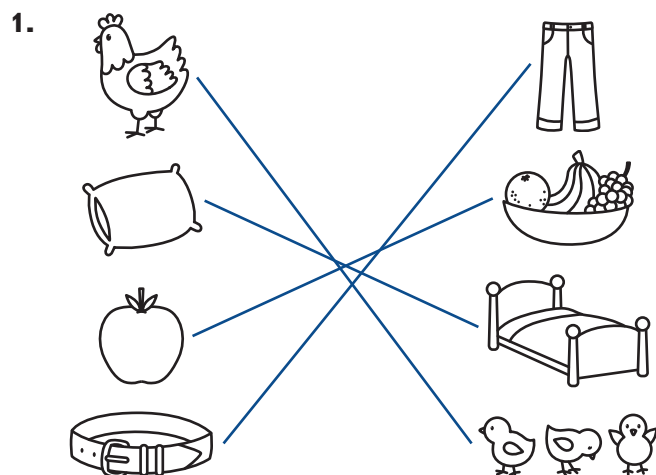
2. A circle should be drawn around the tomatoes, the yoghurt, the butter, the carrots and the orange juice.



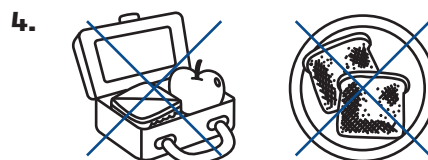
4. Sanjit has some seeds in a packet.  
He will dig the soil.  
The seeds will turn into a tree.

Use background knowledge and details from the picture to decide what will happen next. Choose the correct words from the box to complete the story.

## Grouping words (pages 58–59)



3. Answers will vary. A picture of a type of transport or an object with wheels, for example: a scooter, bus or tractor, should be drawn for the first group; a picture of something you eat with, for example: a spoon or chopsticks, should be drawn for the second group; a picture of an item found in a pencil case, for example: an eraser or a crayon, should be drawn for the third group. Accept any answer that shares a common feature with the other two items in the group.



5. Answers will vary. Answers may include, for example: a doll, a book.

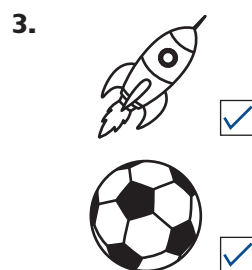
## Following instructions (pages 60–61)

1. A line should be drawn on the map starting at the pond, then going on the road to the airport, then to the train track.

2. The ladybird should be coloured in red and should have five additional spots added to its back.

The doll's hair should be coloured black and her dress should be coloured pink.

Make sure that the instructions have been followed for each picture.



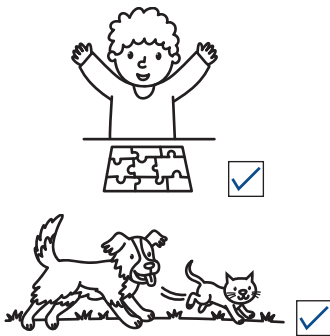
Make sure that the correct picture has been ticked. Note that this question is written as though the object is talking.

4. One flower should be coloured red and one flower should be coloured pink. The plums on the tree should be coloured red. A big bug should be drawn on the bush.

Make sure that the correct parts of the picture are coloured in the correct colours.

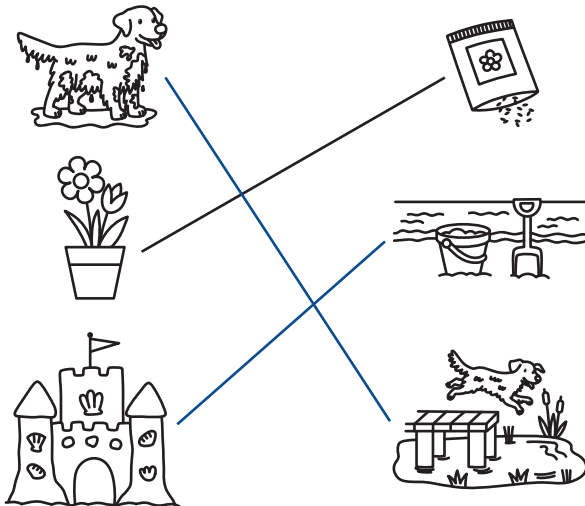
## Sequencing (pages 62–63)

1.

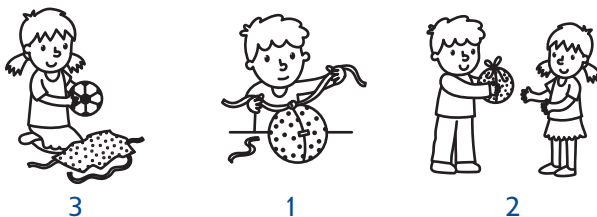


Think about the next step in the story that is being shown. For example: in the second set of pictures, the dog could go home to sleep, but that would not show what happened immediately after the dog saw the cat.

2.



3.

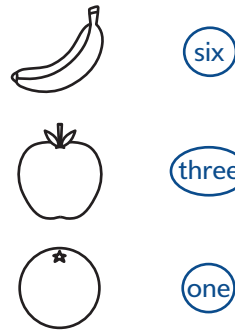


Use background knowledge to help put the pictures in the correct sequence. It may help to describe what is happening in each picture aloud to work out what order they should be in.

## Finding information (pages 64–65)

1. A circle should be drawn round the buckets, the crab, the ship and the starfish. Read the list of objects and look at the picture carefully. Circle each thing in the picture when it has been found.

2.



3. Lines should be drawn from each label to the correct place on the picture.

4. ☐ No  
☐ Yes  
☐ Yes

## Read and respond 1 (pages 66–67)

1. a twin ☒  
six ☒  
go on a swing ☒
2. Chester Street  
fish and chicken  
now
3. Malala is from Pakistan.  
Malala said all children need to have books.
4. There are lots of different sharks. or Sharks can be as big as a bus! or Some sharks are quick at swimming. or Sharks have sharp teeth. or Sharks can smell/see/hear very well.  
Answers will vary. Accept any two answers based on the text.

## Read and respond 2 (pages 68–69)

1. chips/children  
flower  
swings
2. I like the sun but not the rain.  
Getting wet is such a pain.  
I stamp wet footsteps up and down.  
Mum looks at me with such a frown.  
Mum yells "No, Jack! Not mud in the sink!"  
"Oh no! Not now!" I think.
3. sun ☒  
cross ☒  
Read the poem. Read the questions and scan the text with a finger to find the answers. Put a tick in the box to show the correct answer.

4. Marcus and his gran went to the **farmyard**.  
Marcus liked the **pigs** best.  
The **chicken** got out from the coop.  
Read the story. Read the sentences carefully and scan the text to find the missing words.

## Final practice (pages 70–72)

1. **f**  
**p**  
**r**  
**d**

Say the name of each thing aloud and listen for the sound that each word begins with.

2. 

b	a	t
c	a	p
w	e	b
b	o	x

Say each word aloud to check how it should fit in the phoneme frame.

3. **They** sing songs.  
We **go** in **the** tent.  
Try each word from the box in each sentence to see which one makes sense. Use the pictures to help find the correct answer.

4. 

dog	pin
din	net
set	cog

Say the words aloud and listen to the sounds at the end. Decide which words have the same sounds at the end.

5. **i** can see the swing.  
**t**he moon is bright.  
Circle the letter that should be a capital letter and write a full stop at the end of each sentence. A sentence must always end with some sort of punctuation, such as a full stop.
6. **bell**, **screen**, **train**, **fork**  
Say each word from the box aloud and think about its meaning. Decide what each picture shows and match it to the word.
7. **I like cake**.  
Think about what sentence the words could make. Use the picture to help.

8. **a cat** ☒  
**howl** ☒

Read the sentences. Put a tick in the box to show the correct answer.