

Support for Phase 5 tricky words

Tricky words are words that cannot be decoded easily. We use many of these tricky words often and they are used early on in decodable books, so it is important for children to be able to read them fluently. We teach tricky words by identifying the 'tricky part' and the sound it makes, then sounding out and blending the word as normal.

The tricky words for *Little Wandle Letters and Sounds Revised* are the original tricky words from Letters and Sounds, combined with the Common Exception Words from the English National Curriculum Year 1 and 2 Spelling appendix.

The table below lists all the Phase 5 tricky words. It includes tricky words taught in Phase 5 but also Phase 2, 3 and 4 tricky words that are still not decodable. Phase 2, 3 and 4 tricky words that are decodable at the beginning of Phase 5 are excluded.

The tricky words for each phase are listed in order of progression. Some of them become decodable later in the programme as children learn more GPCs.

Taught in Phase 5

Year 1 Autumn 2

(No new tricky words are taught in Year 1 Autumn 1.)

	Tricky word	Why is it tricky?	How to teach <i>Say: This is the tricky bit.</i> Then ...
Y1 Au2 wk1	<u>thei</u> r	The trigraph 'eir' makes the sound air . <i>This is a rare GPC.</i>	Point to 'eir'. Say: <i>This trigraph says air.</i>
Y1 Au2 wk1	<u>peo</u> ple	The word 'people' has two tricky parts: the digraph 'eo' makes the sound ee* and the digraph 'le' is not yet decodable. <i>*This is a rare GPC.</i>	Point to 'eo'. Say: <i>This digraph says ee.</i> Point to 'le'. Say: <i>This digraph says l.</i>
Y1 Au2 wk1	<u>oh</u>	The digraph 'oh' makes the sound oa . <i>This is a rare GPC.</i>	Point to 'oh'. Say: <i>This digraph says oa.</i>
Y1 Au2 wk1	<u>you</u> r	The trigraph 'our' makes the sound or and is not yet decodable.	Point to 'our'. Say: <i>This trigraph says or.</i>
Y1 Au2 wk2	M <u>r</u>	The word 'Mr' is an abbreviation of the word 'mister'.	Point to 'Mr'. Say: <i>This tricky word says 'mister'.</i>
Y1 Au2 wk2	M <u>rs</u>	The word 'Mrs' is an abbreviation of the word 'missus'.	Point to 'Mrs'. Say: <i>This tricky word says 'missus'.</i>
Y1 Au2 wk2	M <u>s</u>	The word 'Ms' is a combination of 'Mrs' and 'miss'.	Point to 'Ms'. Say: <i>This tricky word says 'muz'.</i>
Y1 Au2 wk2	<u>ask</u> *	The grapheme 'a' makes the sound ar and is not yet decodable.	Point to 'a'. Say: <i>This grapheme says ar.</i>
Y1 Au2 wk3	<u>cou</u> ld	The trigraph 'oul' makes the sound oo (as in 'book') and is not yet decodable.	Point to 'oul'. Say: <i>This trigraph says oo.</i>
Y1 Au2 wk3	<u>wou</u> ld	The trigraph 'oul' makes the sound oo (as in 'book') and is not yet decodable.	Point to 'oul'. Say: <i>This trigraph says oo.</i>
Y1 Au2 wk3	<u>shou</u> ld	The trigraph 'oul' makes the sound oo (as in 'book') and is not yet decodable.	Point to 'oul'. Say: <i>This trigraph says oo.</i>
Y1 Au2 wk3	<u>ou</u> r	The trigraph 'our' makes the sound ow followed by the schwa sound.	Point to 'our'. Say: <i>This trigraph says our.</i>
Y1 Au2 wk4	hou <u>se</u>	The digraph 'se' makes the sound s and is not yet decodable.	Point to 'se'. Say: <i>This digraph says s.</i>

*The word 'ask' may not be tricky in some regional pronunciations, in which case it should not be taught as such.

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
Y1 Au2 wk4	<u>mouse</u>	The digraph 'se' makes the sound s and is not yet decodable.	Point to 'se'. Say: <i>This digraph says s.</i>
Y1 Au2 wk4	<u>water</u>	The grapheme 'a' makes the sound or and is not yet decodable.	Point to 'a'. Say: <i>This grapheme says or.</i>
Y1 Au2 wk4	<u>want</u>	The grapheme 'a' makes the sound o and is not yet decodable.	Point to 'a'. Say: <i>This grapheme says o.</i>

Tricky words that become decodable in Phase 5: Year 1 Autumn 1 and 2

l	Children are taught 'i' igh in Autumn 2 week 2 .
go no so	Children are taught 'o' oa in Autumn 2 week 2 .
she he we me be	Children are taught 'e' ee in Autumn 2 week 2 .

out	Children are taught 'ou' ow in Autumn 1 week 4 .
like	Children are taught 'i-e' igh in Autumn 2 week 3 .

Year 1 Spring 1

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
Y1 Spr1 wk1	<u>any</u>	The grapheme 'a' makes the sound e . <i>This is a rare GPC.</i>	Point to 'a'. Say: <i>This grapheme says e.</i>
Y1 Spr1 wk1	<u>many</u>	The grapheme 'a' makes the sound e . <i>This is a rare GPC.</i>	Point to 'a'. Say: <i>This grapheme says e.</i>
Y1 Spr1 wk1	<u>again*</u>	The digraph 'ai' makes the sound e . <i>This is a rare GPC.</i>	Point to 'ai'. Say: <i>This digraph says e.</i>
Y1 Spr1 wk2	<u>who</u>	The word 'who' has two tricky parts: the digraph 'wh' makes the sound h and the grapheme 'o' makes the sound oo (as in 'food'). <i>These are rare GPCs.</i>	Point to 'wh'. Say: <i>This digraph says h.</i> Point to 'o'. Say: <i>This grapheme says oo.</i>
Y1 Spr1 wk2	<u>whole</u>	The digraph 'wh' makes the sound h . <i>This is a rare GPC.</i>	Point to 'wh'. Say: <i>This digraph says h.</i>
Y1 Spr1 wk2	<u>where</u>	The trigraph 'ere' makes the sound air and is not yet decodable.	Point to 'ere'. Say: <i>This trigraph says air.</i>
Y1 Spr1 wk2	<u>two</u>	The grapheme 'wo' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'wo'. Say: <i>This digraph says oo.</i>
Y1 Spr1 wk3	<u>school</u>	The digraph 'ch' makes the sound c and is not yet decodable.	Point to 'ch'. Say: <i>This digraph says c.</i>
Y1 Spr1 wk3	<u>call</u>	The grapheme 'a' makes the sound or and is not yet decodable.	Point to 'a'. Say: <i>This grapheme says or.</i>

The word 'again' may not be tricky in some regional pronunciations, in which case it should not be taught as such.

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
Y1 Spr1 wk3	different*	The digraph 'er' makes the sound r (with no schwa sound before it).	Point to 'er'. Say: <i>This digraph says r.</i>
Y1 Spr1 wk4	thought	The grapheme 'ough' makes the sound or . <i>This is a rare GPC.</i>	Point to 'ough'. Say: <i>This grapheme says or.</i>
Y1 Spr1 wk4	through	The grapheme 'ough' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'ough'. Say: <i>This grapheme says oo.</i>
Y1 Spr1 wk4	friend	The digraph 'ie' makes the sound e . <i>This is a rare GPC.</i>	Point to 'ie'. Say: <i>This digraph says e.</i>
Y1 Spr1 wk4	work	The digraph 'or' makes the sound ur . <i>This is a rare GPC.</i>	Point to 'or'. Say: <i>This digraph says ur.</i>

The word 'different' may not be tricky in some regional pronunciations, in which case it should not be taught as such.

Tricky words that become decodable in Phase 5: Year 1 Spring 1

my by	Children are taught 'y' igh in Spring 1 week 2 .
when	Children are taught 'wh' w in Spring 1 week 1 .
have	Children are taught 've' v in Spring 1 week 3 .
some	Children are taught 'o-e' u in Spring 1 week 4 .
house mouse	Children are taught 'se' s in Spring 1 week 4 .
you	Children are taught 'ou' oo in Spring 1 week 5 .

Year 1 Spring 2

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
Y1 Spr1 wk1	once	The grapheme 'o' makes the sounds w-u . <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says wu.</i>
Y1 Spr1 wk1	laugh	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound ar or a (depending on regional pronunciation) and the digraph 'gh' makes the sound f . <i>*This is a rare GPC.</i>	Point to 'au'. Say: <i>This digraph says ar or This digraph says a.</i> Point to 'gh'. Say: <i>This digraph says f.</i>
Y1 Spr1 wk2	because	The digraph 'au' makes the sound o . <i>This is a rare GPC.</i>	Point to 'au'. Say: <i>This digraph says o.</i>
Y1 Spr1 wk2	eye	The trigraph 'eye' makes the sound igh . <i>This is a rare GPC.</i>	Point to 'eye'. Say: <i>This trigraph says igh.</i>

Tricky words that become decodable in Phase 5: Year 1 Spring 2

put pull full push	Children are taught 'u' oo in Spring 2 week 1 .
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was	Children are taught 'a' o in Spring 2 week 3 .
all	Children are taught 'a' or in Spring 2 week 3 .
what	Children are taught 'a' o in Spring 2 week 3 . (They are taught 'wh' w in Spring 1 week 1.)
there	Children are taught 'ere' air in Spring 2 week 3 .
water call	Children are taught 'a' or in Spring 2 week 3 .
want	Children are taught 'a' o in Spring 2 week 3 .
where	Children are taught 'ere' air in Spring 2 week 3 .
school	Children are taught 'ch' c in Spring 2 week 5 .
different	Children are taught the schwa in longer words in Spring 2 week 3 .
work	Children are taught 'or' ur in Spring 2 week 1 .

Year 1 Summer 2

(No new tricky words are taught in Year 1 Summer 1.)

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
Y1 Su2 wk1	b <u>u</u> sy	The grapheme 'u' makes the sound i .	Point to 'u'. Say: <i>This grapheme says i.</i>
Y1 Su2 wk1	b <u>ea</u> utiful	The trigraph 'eau' makes the sound yoo . <i>This is a rare GPC.</i>	Point to 'eau'. Say: <i>This trigraph says yoo.</i>
Y1 Su2 wk1	pr <u>e</u> tty	The grapheme 'e' makes the sound i . <i>This is a rare GPC in the middle of a word.</i>	Point to 'e'. Say: <i>This grapheme says i.</i>
Y1 Su2 wk1	<u>h</u> our	The word 'hour' has two tricky parts: the 'h' is not pronounced and the trigraph 'our' makes the sound ow followed by the schwa sound.	Point to 'h'. Say: <i>This grapheme is not pronounced.</i> Point to 'our'. Say: <i>This trigraph says our.</i>
Y1 Su2 wk2	m <u>o</u> ve	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>
Y1 Su2 wk2	impr <u>o</u> ve	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>
Y1 Su2 wk2	par <u>a</u> nts	The grapheme 'a' makes the sound air . <i>This is a rare GPC.</i>	Point to 'a'. Say: <i>This grapheme says air.</i>
Y1 Su2 wk2	sh <u>oe</u>	The digraph 'oe' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'oe'. Say: <i>This digraph says oo.</i>

Tricky words that become decodable in Phase 5: Year 1 Summer 2

they	Children are taught 'ey' ai in Summer 2 week 1 .
here	Children are taught 'ere' ear in Summer 2 week 1 .
your	Children are taught 'our' or in Summer 2 week 4 .

Taught in Phase 4

Phase 5 tricky words that remain tricky at the end of Phase 5

	Tricky word	Why is it tricky?	How to teach <i>Say: This is the tricky bit.</i> Then ...
R Su1 wk1	<u>s</u> aid	The digraph 'ai' makes the sound e . <i>This is a rare GPC.</i>	Point to 'ai'. Say: <i>This digraph says e.</i>
R Su1 wk2	d <u>o</u>	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>
R Su1 wk3	w <u>er</u> e	The trigraph 'ere' makes the sound ur . <i>This is a rare GPC.</i>	Point to 'ere'. Say: <i>This trigraph says ur.</i>
R Su1 wk3	<u>s</u> ays	The digraph 'ay' makes the sound e . <i>This is a rare GPC.</i>	Point to 'ay'. Say: <i>This digraph says e.</i>
R Su1 wk4	<u>o</u> ne	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds w-u and the digraph 'ne' makes the sound n . <i>These are rare GPCs.</i>	Point to 'o'. Say: <i>This grapheme says wu.</i> Point to 'ne'. Say: <i>This digraph says n.</i>
R Su1 wk5	t <u>o</u> day	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>

Taught in Phase 3

Phase 3 tricky words that remain tricky at the end of Phase 5

	Tricky word	Why is it tricky?	How to teach <i>Say: This is the tricky bit.</i> Then ...
R Spr1 wk4	<u>a</u> re	The trigraph 'are' makes the sound ar . <i>This is a rare GPC.</i>	Point to 'are'. Say: <i>This trigraph says ar.</i>
R Spr1 wk4	<u>s</u> ure	The word 'sure' has two tricky parts: the grapheme 's' makes the sound sh and the trigraph 'ure' makes the sound or . <i>These are rare GPCs. Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.</i>	Point to 's'. Say: <i>This grapheme says sh.</i> Point to 'ure'. Say: <i>This trigraph says or.</i>
R Spr1 wk4	<u>u</u> re	The trigraph 'ure' makes the sounds y-or . <i>This is a rare GPC. Pronunciation varies. Always teach according to children's regional pronunciation.</i>	Point to 'ure'. Say: <i>This trigraph says yor.</i>

Taught in Phase 2

Phase 2 tricky words that remain tricky at the end of Phase 5

	Tricky word	Why is it tricky?	How to teach <i>Say: This is the tricky bit.</i> Then ...
R Au1 wk5	th <u>e</u>	The grapheme 'e' makes the schwa sound ' uh '. <i>The schwa sound is very common but is rarely represented by the grapheme 'e' at the end of a word.</i>	Point to 'e'. Say: <i>This grapheme says uh.</i>
R Au2 wk3	t <u>o</u>	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
R Au2 wk3	into	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>	Point to 'o'. Say: <i>This grapheme says oo.</i>
R Au2 wk4	of	The grapheme 'f' makes the sound v. <i>This is a rare GPC.</i>	Point to 'f'. Say: <i>This grapheme says v.</i>