Support for Phase 4 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 4 tricky words. It includes tricky words taught in Phase 4 but also Phase 2 and 3 tricky words that are still not decodable.

The 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 4

	Tricky word	Why is it tricky?	How to teach **Say:** *This is the tricky bit.* Then ...
R Su1 wk1	said	The digraph 'ai' makes the sound **e**. This is a rare GPC.	Point to 'ai'. **Say:** *This digraph says **e**.*
R Su1 wk1	so	The grapheme 'o' makes the sound **oa**. Children have only learned the sound **o** as in 'dog' at this stage.	Point to 'o'. **Say:** *This grapheme says **oa**.*
R Su1 wk1	have	The digraph 've' is not yet decodable.	Point to 've'. **Say:** *This digraph says **v**.*
R Su1 wk1	like	The split digraph 'i-e' is not yet decodable.	Point to 'i-e'. **Say:** *These letters say **igh**.*
R Su1 wk2	some	The split digraph 'o-e' is not yet decodable. Here, the split digraph makes the sound **u**.	Point to 'o-e'. **Say:** *These letters say **u**.*
R Su1 wk2	come	The split digraph 'o-e' is not yet decodable. Here, the split digraph makes the sound **u**.	Point to 'o-e'. **Say:** *These letters say **u**.*
R Su1 wk2	love	The split digraph 'o-e' is not yet decodable. Here, the split digraph makes the sound **u**.	Point to 'o-e'. **Say:** *These letters say **u**.*
R Su1 wk2	do	The grapheme 'o' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'o'. **Say:** *This grapheme says oo.*
R Su1 wk3	were	The trigraph 'ere' makes the sound **ur**. This is a rare GPC.	Point to 'ere'. **Say:** *This trigraph says **ur**.*
R Su1 wk3	here	The trigraph 'ere' makes the sound **ear** and is not yet decodable.	Point to 'ere'. **Say:** *This trigraph says **ear**.*
R Su1 wk3	little	The digraph 'le' is not yet decodable.	Point to 'le'. **Say:** *This digraph says **l**.*
R Su1 wk3	says	The digraph 'ay' makes the sound **e**. This is a rare GPC.	Point to 'ay'. **Say:** *This digraph says **e**.*
R Su1 wk4	there	The trigraph 'ere' makes the sound **air** and is not yet decodable.	Point to 'ere'. **Say:** *This trigraph says **air**.*
R Su1 wk4	when	The digraph 'wh' makes the sound **w** and is not yet decodable.	Point to 'wh'. **Say:** *This digraph says **w**.*
R Su1 wk4	what	The word 'what' has two tricky parts that are not yet decodable: the grapheme 'wh' makes the sound **w** and the grapheme 'a' makes the sound **o**.	Point to 'wh'. **Say:** *This digraph says **w**.* Point to 'a'. **Say:** *This grapheme says **o**.*

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	Tricky word	Why is it tricky?	How to teach **Say:** *This is the tricky bit.* Then …
R Su1 wk4	one	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds **w-u** and the digraph 'ne' makes the sound **n**. *This is a rare GPC	Point to 'o'. **Say:** *This grapheme says **wu**.* Point to 'ne'. **Say:** *This digraph says **n**.*
R Su1 wk5	out	The digraph 'ou' is not yet decodable.	Point to 'ou'. **Say:** *This digraph says **ow**.*
R Su1 wk5	today	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. This is a rare GPC.	Point to 'o'. **Say:** *This grapheme says oo.* Point to 'ay'. **Say:** *This digraph says **ai**.*

Tricky words that become decodable in Phase 4

and	Children are taught to read words with adjacent consonants in **Reception Summer 1**.

Taught in Phase 3

Phase 3 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?	How to teach **Say:** *This is the tricky bit.* Then …
R Spr1 wk2	was	The grapheme 'a' makes the sound **o**. Children have only learned the sound **a** as in 'cat' at this stage.	Point to 'a'. **Say:** *This grapheme says **o**.*
R Spr1 wk2	you	The digraph 'ou' is not yet decodable.	Point to 'ou'. **Say:** *This digraph says oo.*
R Spr1 wk2	they	The digraph 'ey' is not yet decodable.	Point to 'ey'. **Say:** *This digraph says **ai**.*
R Spr1 wk3	my	The grapheme 'y' makes the sound **igh**. Children have only learned the sound **y** as in 'yap' at this stage.	Point to 'y'. **Say:** *This grapheme says **igh**.*
R Spr1 wk3	by	The grapheme 'y' makes the sound **igh**. Children have only learned the sound **y** as in 'yap' at this stage.	Point to 'y'. **Say:** *This grapheme says **igh**.*
R Spr1 wk3	all	The grapheme 'a' makes the sound **or**. Children have only learned the sound **a** as in 'cat' at this stage.	Point to 'a'. **Say:** *This grapheme says **or**.*
R Spr1 wk4	are	The trigraph 'are' makes the sound **ar**. This is a rare GPC.	Point to 'are'. **Say:** *This trigraph says **ar**.*
R Spr1 wk4	sure	The word 'sure' has two tricky parts: the grapheme 's' makes the sound **sh** and the trigraph 'ure' makes the sound **or**. These are rare GPCs. Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.	Point to 's'. **Say:** *This grapheme says **sh**.* Point to 'ure'. **Say:** *This trigraph says **or**.*
R Spr1 wk4	pure	The trigraph 'ure' makes the sounds **y-or**. This is a rare GPC. Pronunciation varies. Always teach according to children's regional pronunciation.	Point to 'ure'. **Say:** *This trigraph says **yor**.*

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Taught in Phase 2

Phase 2 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?	How to teach **Say:** *This is the tricky bit.* Then …
R Au1 wk4	I	The grapheme 'i' makes the sound **igh**. Children have only learned the sound **i** as in 'pin' at this stage.	Point to 'I'. **Say:** *This grapheme says **igh**.*
R Au1 wk5	the	The grapheme 'e' makes the schwa sound '**uh**'. The schwa sound is very common but is rarely represented by the grapheme 'e' at the end of a word.	Point to 'e'. **Say:** *This grapheme says **uh**.*
R Au2 wk1	put*	The grapheme 'u' makes the sound **oo** (as in 'book'). Children have only learned the sound **u** as in 'cup' at this stage.	Point to 'u'. **Say:** *This grapheme says **oo**.*
R Au2 wk1	pull*	The grapheme 'u' makes the sound **oo** (as in 'book'). Children have only learned the sound **u** as in 'cup' at this stage.	Point to 'u'. **Say:** *This grapheme says **oo**.*
R Au2 wk1	full*	The grapheme 'u' makes the sound **oo** (as in 'book'). Children have only learned the sound **u** as in 'cup' at this stage.	Point to 'u'. **Say:** *This grapheme says **oo**.*
R Au2 wk3	go	The grapheme 'o' makes the sound **oa**. Children have only learned the sound **o** as in 'dog' at this stage.	Point to 'o'. **Say:** *This grapheme says **oa**.*
R Au2 wk3	no	The grapheme 'o' makes the sound **oa**. Children have only learned the sound **o** as in 'dog' at this stage.	Point to 'o'. **Say:** *This grapheme says **oa**.*
R Au2 wk3	to	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. This is a rare GPC.	Point to 'o'. **Say:** *This grapheme says oo.*
R Au2 wk3	into	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. This is a rare GPC.	Point to 'o'. **Say:** *This grapheme says oo.*
R Au2 wk4	she	The grapheme 'e' makes the sound **ee**. Children have only learned the sound **e** as in 'egg' at this stage.	Point to 'e'. **Say:** *This grapheme says **ee**.*
R Au2 wk4	push*	The grapheme 'u' makes the sound **oo** (as in 'book'). Children have only learned the sound **u** as in 'cup' at this stage.	Point to 'u'. **Say:** *This grapheme says **oo**.*
R Au2 wk4	he	The grapheme 'e' makes the sound **ee**. Children have only learned the sound **e** as in 'egg' at this stage.	Point to 'e'. **Say:** *This grapheme says **ee**.*
R Au2 wk4	of	The grapheme 'f' makes the sound **v**. This is a rare GPC.	Point to 'f'. **Say:** *This grapheme says **v**.*
R Au2 wk5	we	The grapheme 'e' makes the sound **ee**. Children have only learned the sound **e** as in 'egg' at this stage.	Point to 'e'. **Say:** *This grapheme says **ee**.*
R Au2 wk5	me	The grapheme 'e' makes the sound **ee**. Children have only learned the sound **e** as in 'egg' at this stage.	Point to 'e'. **Say:** *This grapheme says **ee**.*
R Au2 wk5	be	The grapheme 'e' makes the sound **ee**. Children have only learned the sound **e** as in 'egg' at this stage.	Point to 'e'. **Say:** *This grapheme says **ee**.*

*The words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case they should not be taught as such.

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