

## 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?
R Su1 wk1	<u>s</u> aid	The digraph 'ai' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
R Su1 wk1	so <u>o</u>	The grapheme 'o' makes the sound <b>oa</b> . <i>Children have only learned the sound o as in 'dog' at this stage.</i>
R Su1 wk1	h <u>av</u> e	The digraph 've' is not yet decodable.
R Su1 wk1	l <u>ik</u> e	The split digraph 'i-e' is not yet decodable.
R Su1 wk2	<u>so</u> me	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>
R Su1 wk2	<u>co</u> me	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>
R Su1 wk2	l <u>ov</u> e	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>
R Su1 wk2	<u>do</u>	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
R Su1 wk3	<u>w</u> ere	The trigraph 'ere' makes the sound <b>ur</b> . <i>This is a rare GPC.</i>
R Su1 wk3	<u>h</u> ere	The trigraph 'ere' makes the sound <b>ear</b> and is not yet decodable.
R Su1 wk3	l <u>itt</u> le	The digraph 'le' is not yet decodable.
R Su1 wk3	<u>s</u> ays	The digraph 'ay' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
R Su1 wk4	<u>th</u> ere	The trigraph 'ere' makes the sound <b>air</b> and is not yet decodable.
R Su1 wk4	<u>wh</u> en	The digraph 'wh' makes the sound <b>w</b> and is not yet decodable.
R Su1 wk4	<u>wh</u> at	The word 'what' has two tricky parts that are not yet decodable: the grapheme 'wh' makes the sound <b>w</b> and the grapheme 'a' makes the sound <b>o</b> .
R Su1 wk4	<u>o</u> ne	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds <b>w-u</b> and the digraph 'ne' makes the sound <b>n</b> . <i>*This is a rare GPC</i>
R Su1 wk5	<u>ou</u> t	The digraph 'ou' is not yet decodable.
R Su1 wk5	<u>to</u> day	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. <i>This is a rare GPC.</i>

### Tricky words that become decodable in Phase 4

and	Children are taught to read words with adjacent consonants in <b>Reception Summer 1</b> .
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## Taught in Phase 3

### Phase 3 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?
R Spr1 wk2	<u>was</u>	The grapheme 'a' makes the sound <b>o</b> . Children have only learned the sound <b>a</b> as in 'cat' at this stage.
R Spr1 wk2	<u>you</u>	The digraph 'ou' is not yet decodable.
R Spr1 wk2	<u>they</u>	The digraph 'ey' is not yet decodable.
R Spr1 wk3	<u>my</u>	The grapheme 'y' makes the sound <b>igh</b> . Children have only learned the sound <b>y</b> as in 'yap' at this stage.
R Spr1 wk3	<u>by</u>	The grapheme 'y' makes the sound <b>igh</b> . Children have only learned the sound <b>y</b> as in 'yap' at this stage.
R Spr1 wk3	<u>all</u>	The grapheme 'a' makes the sound <b>or</b> . Children have only learned the sound <b>a</b> as in 'cat' at this stage.
R Spr1 wk4	<u>are</u>	The trigraph 'are' makes the sound <b>ar</b> . This is a rare GPC.
R Spr1 wk4	<u>sure</u>	The word 'sure' has two tricky parts: the grapheme 's' makes the sound <b>sh</b> and the trigraph 'ure'* makes the sound <b>oo</b> followed by a schwa sound. *This is a rare GPC.
R Spr1 wk4	<u>pure</u>	The trigraph 'ure' makes the sound <b>oo</b> followed by a schwa sound. This is a rare GPC.

## Taught in Phase 2

### Phase 2 tricky words that remain tricky in Phase 4

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

	Tricky word	Why is it tricky?
R Au2 wk5	w <u>e</u>	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.
R Au2 wk5	m <u>e</u>	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.
R Au2 wk5	b <u>e</u>	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.

\*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.