

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

*The word 'ask' 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 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	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?
Y1 Spr1 wk1	<u>any</u>	The grapheme 'a' makes the sound e . <i>This is a rare GPC.</i>
Y1 Spr1 wk1	<u>many</u>	The grapheme 'a' makes the sound e . <i>This is a rare GPC.</i>
Y1 Spr1 wk1	<u>again</u> *	The digraph 'ai' makes the sound e . <i>This is a rare GPC.</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>
Y1 Spr1 wk2	<u>whole</u>	The digraph 'wh' makes the sound h . <i>This is a rare GPC.</i>
Y1 Spr1 wk2	<u>where</u>	The trigraph 'ere' makes the sound air and is not yet decodable.
Y1 Spr1 wk2	<u>two</u>	The grapheme 'wo' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
Y1 Spr1 wk3	<u>school</u>	The digraph 'ch' makes the sound c is and not yet decodable.
Y1 Spr1 wk3	<u>call</u>	The grapheme 'a' makes the sound or and is not yet decodable.
Y1 Spr1 wk3	<u>different</u> *	The digraph 'er' makes the sound r (with no schwa sound before it).
Y1 Spr1 wk4	<u>thought</u>	The grapheme 'ough' makes the sound or . <i>This is a rare GPC.</i>
Y1 Spr1 wk4	<u>through</u>	The grapheme 'ough' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
Y1 Spr1 wk4	<u>friend</u>	The digraph 'ie' makes the sound e . <i>This is a rare GPC.</i>
Y1 Spr1 wk4	<u>work</u>	The digraph 'or' makes the sound ur . <i>This is a rare GPC.</i>

The words 'again' and 'different' may not be tricky in some regional pronunciations, in which case they 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 .
----------------	---

Year 1 Spring 2

	Tricky word	Why is it tricky?
Y1 Spr1 wk1	<u>o</u> nce	The grapheme 'o' makes the sounds w-u . <i>This is a rare GPC.</i>
Y1 Spr1 wk1	lau <u>gh</u>	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound ar* (depending on regional pronunciation) and the digraph 'gh' makes the sound f . <i>*This is a rare GPC.</i>
Y1 Spr1 wk2	bec <u>au</u> se	The digraph 'au' makes the sound o . <i>This is a rare GPC.</i>
Y1 Spr1 wk2	<u>ey</u> e	The trigraph 'eye' makes the sound igh . <i>This is a rare GPC.</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 .
-----------------------------	---

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?
Y1 Su2 wk1	<u>u</u> sy	The grapheme 'u' makes the sound i .
Y1 Su2 wk1	be <u>au</u> tiful	The trigraph 'eau' makes the sound yoo . <i>This is a rare GPC.</i>
Y1 Su2 wk1	pre <u>tt</u> y	The grapheme 'e' makes the sound i . <i>This is a rare GPC in the middle of a word.</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*. <i>*This is a rare GPC.</i>
Y1 Su2 wk2	mo <u>o</u> ve	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
Y1 Su2 wk2	impro <u>o</u> ve	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
Y1 Su2 wk2	pa <u>ar</u> ents	The grapheme 'a' makes the sound air . <i>This is a rare GPC.</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>

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?
R Su1 wk1	s <u>ai</u> d	The digraph 'ai' makes the sound e . <i>This is a rare GPC.</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>
R Su1 wk3	w <u>ere</u>	The trigraph 'ere' makes the sound ur . <i>This is a rare GPC.</i>
R Su1 wk3	s <u>ay</u> s	The digraph 'ay' makes the sound e . <i>This is a rare GPC.</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>
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>

Taught in Phase 3

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

	Tricky word	Why is it tricky?
R Spr1 wk4	<u>are</u>	The trigraph 'are' makes the sound ar . <i>This is a rare GPC.</i>
R Spr1 wk4	<u>sure</u>	The word 'sure' has two tricky parts: the grapheme 's' makes the sound sh and the trigraph 'ure' makes the sound oo followed by a schwa sound. <i>These are rare GPCs.</i>
R Spr1 wk4	<u>pure</u>	The trigraph 'ure' makes the sound yoo followed by a schwa sound. <i>This is a rare GPC.</i>

Taught in Phase 2

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

	Tricky word	Why is it tricky?
R Au1 wk5	the	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>
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>
R Au2 wk3	int <u>o</u>	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>
R Au2 wk4	of	The grapheme 'f' makes the sound v . <i>This is a rare GPC.</i>