

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
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 wk1	s <u>o</u>	The grapheme 'o' makes the sound oa . <i>Children have only learned the sound o as in 'dog' at this stage.</i>	Point to 'o'. Say: <i>This grapheme says oa.</i>
R Su1 wk1	h <u>av</u> e	The digraph 've' is not yet decodable.	Point to 've'. Say: <i>This digraph says v.</i>
R Su1 wk1	l <u>ik</u> e	The split digraph 'i-e' is not yet decodable.	Point to 'i-e'. Say: <i>These letters say igh.</i>
R Su1 wk2	s <u>om</u> e	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>	Point to 'o-e'. Say: <i>These letters say u.</i>
R Su1 wk2	c <u>om</u> e	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>	Point to 'o-e'. Say: <i>These letters say 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>	Point to 'o-e'. Say: <i>These letters say u.</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	h <u>er</u> e	The trigraph 'ere' makes the sound ear and is not yet decodable.	Point to 'ere'. Say: <i>This trigraph says ear.</i>
R Su1 wk3	litt <u>l</u> e	The digraph 'le' is not yet decodable.	Point to 'le'. Say: <i>This digraph says l.</i>
R Su1 wk3	s <u>ay</u> s	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	th <u>er</u> e	The trigraph 'ere' makes the sound air and is not yet decodable.	Point to 'ere'. Say: <i>This trigraph says air.</i>
R Su1 wk4	w <u>h</u> en	The digraph 'wh' makes the sound w and is not yet decodable.	Point to 'wh'. Say: <i>This digraph says w.</i>
R Su1 wk4	w <u>h</u> at	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: <i>This digraph says w.</i> Point to 'a'. Say: <i>This grapheme says o.</i>

	Tricky word	Why is it tricky?	How to teach
R Su1 wk4	<u>one</u>	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds w-u and the digraph 'ne' makes the sound n . <i>*This is a rare GPC</i>	Point to 'o'. Say: <i>This grapheme says wu.</i> Point to 'ne'. Say: <i>This digraph says n.</i>
R Su1 wk5	<u>out</u>	The digraph 'ou' is not yet decodable.	Point to 'ou'. Say: <i>This digraph says ow.</i>
R Su1 wk5	<u>today</u>	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>	Point to 'o'. Say: <i>This grapheme says oo.</i> Point to 'ay'. Say: <i>This digraph says ai.</i>

Tricky words that become decodable in Phase 4

and	Children are taught to read words with adjacent consonants in Reception Summer 1 .
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Taught in Phase 3

Phase 3 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?	How to teach
R Spr1 wk2	<u>was</u>	The grapheme 'a' makes the sound o . <i>Children have only learned the sound a as in 'cat' at this stage.</i>	Point to 'a'. Say: <i>This grapheme says o.</i>
R Spr1 wk2	<u>you</u>	The digraph 'ou' is not yet decodable.	Point to 'ou'. Say: <i>This digraph says oo.</i>
R Spr1 wk2	<u>they</u>	The digraph 'ey' is not yet decodable.	Point to 'ey'. Say: <i>This digraph says ai.</i>
R Spr1 wk3	<u>my</u>	The grapheme 'y' makes the sound igh . <i>Children have only learned the sound y as in 'yap' at this stage.</i>	Point to 'y'. Say: <i>This grapheme says igh.</i>
R Spr1 wk3	<u>by</u>	The grapheme 'y' makes the sound igh . <i>Children have only learned the sound y as in 'yap' at this stage.</i>	Point to 'y'. Say: <i>This grapheme says igh.</i>
R Spr1 wk3	<u>all</u>	The grapheme 'a' makes the sound or . <i>Children have only learned the sound a as in 'cat' at this stage.</i>	Point to 'a'. Say: <i>This grapheme says or.</i>
R Spr1 wk4	<u>are</u>	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>sure</u>	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>pure</u>	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 in Phase 4

	Tricky word	Why is it tricky?	How to teach
R Au1 wk4	<u>l</u>	The grapheme 'i' makes the sound igh . <i>Children have only learned the sound i as in 'pin' at this stage.</i>	Point to 'l'. Say: <i>This grapheme says igh.</i>
R Au1 wk5	<u>the</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>

	Tricky word	Why is it tricky?	How to teach
R Au2 wk1	pu <u>t</u> *	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	pu <u>ll</u> *	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	fu <u>ll</u> *	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 <u>o</u>	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 <u>o</u>	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 <u>o</u>	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 <u>o</u>	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 <u>e</u>	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	pu <u>sh</u> *	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 <u>e</u>	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 <u>e</u>	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 <u>e</u>	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 <u>e</u>	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.