

Support for Phase 2 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 tricky words taught in Phase 2 and explains why they are tricky. The words are listed in order of progression. Some of them become decodable later in the programme as children learn more GPCs.

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
R Au1 wk3	is	The grapheme 's' makes the sound z . <i>Children have only learned the sound s as in 'sat' at this stage.</i>	Point to 's'. Say: <i>This grapheme says z.</i>
R Au1 wk4	l	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	the	The word 'the' has two tricky parts: the digraph 'th' is not yet decodable and the grapheme 'e' makes the schwa sound ' uh '.	Point to 'th'. Say: <i>This digraph says th.</i> Point to 'e'. Say: <i>This grapheme says uh.</i>
R Au2 wk1	put*	The grapheme 'u' makes the sound oo (as in 'book'). <i>Children have only learned the sound u as in 'cup' at this stage.</i>	Point to 'u'. Say: <i>This grapheme says oo.</i>
R Au2 wk1	pull*	The grapheme 'u' makes the sound oo (as in 'book'). <i>Children have only learned the sound u as in 'cup' at this stage.</i>	Point to 'u'. Say: <i>This grapheme says oo.</i>
R Au2 wk1	full*	The grapheme 'u' makes the sound oo (as in 'book'). <i>Children have only learned the sound u as in 'cup' at this stage.</i>	Point to 'u'. Say: <i>This grapheme says oo.</i>
R Au2 wk1	as	The grapheme 's' makes the sound z . <i>Children have only learned the sound s as in 'sat' at this stage.</i>	Point to 's'. Say: <i>This grapheme says z.</i>
R Au2 wk2	and	The word 'and' is considered tricky at this stage because it has adjacent consonants.	Point to 'nd'. Say: <i>Let's say the sounds and blend them a-n-d 'and'.</i>
R Au2 wk2	has	The grapheme 's' makes the sound z . <i>Children have only learned the sound s as in 'sit' at this stage.</i>	Point to 's'. Say: <i>This grapheme says z.</i>
R Au2 wk2	his	The grapheme 's' makes the sound z . <i>Children have only learned the sound s as in 'sit' at this stage.</i>	Point to 's'. Say: <i>This grapheme says z.</i>
R Au2 wk2	her	The digraph 'er' is not yet decodable.	Point to 'er'. Say: <i>This digraph says ur.</i>
R Au2 wk3	go	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 Au2 wk3	no	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 Au2 wk3	to	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 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	she	The grapheme 'e' makes the sound ee . <i>Children have only learned the sound e as in 'egg' at this stage.</i>	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk4	push*	The grapheme 'u' makes the sound oo (as in 'book'). <i>Children have only learned the sound u as in 'cup' at this stage.</i>	Point to 'u'. 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 wk4	h <u>e</u>	The grapheme 'e' makes the sound ee . <i>Children have only learned the sound e as in 'egg' at this stage.</i>	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk4	o <u>f</u>	The grapheme 'f' makes the sound v . <i>This is a rare GPC.</i>	Point to 'f'. Say: <i>This grapheme says v.</i>
R Au2 wk5	w <u>e</u>	The grapheme 'e' makes the sound ee . <i>Children have only learned the sound e as in 'egg' at this stage.</i>	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk5	m <u>e</u>	The grapheme 'e' makes the sound ee . <i>Children have only learned the sound e as in 'egg' at this stage.</i>	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk5	b <u>e</u>	The grapheme 'e' makes the sound ee . <i>Children have only learned the sound e as in 'egg' at this stage.</i>	Point to 'e'. Say: <i>This grapheme says ee.</i>

*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.

Tricky words that become decodable in Phase 2

is as has his	Children are taught that the grapheme 's' can make the sound z in Reception Autumn 2 week 5 .
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