

Support for Phase 3 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 3 tricky words. It includes tricky words taught at Phase 3 but also Phase 2 tricky words that are still not decodable. Phase 2 tricky words that are decodable at the beginning of Phase 3 are excluded.

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 3

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
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>

Tricky words that become decodable in Phase 3

her	Children are taught the digraph 'er' in Reception Spring 1 week 4 .
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Taught in Phase 2

Phase 2 tricky words that remain tricky in Phase 3

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
R Au1 wk4	<u>l</u>	The grapheme 'l' 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>

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
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: <i>This grapheme says uh.</i>
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: <i>This grapheme says oo.</i>
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: <i>This grapheme says oo.</i>
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: <i>This grapheme says oo.</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 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: <i>This grapheme says oa.</i>
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: <i>This grapheme says oa.</i>
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: <i>This grapheme says oo.</i>
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: <i>This grapheme says oo.</i>
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: <i>This grapheme says ee.</i>
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: <i>This grapheme says oo.</i>
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: <i>This grapheme says ee.</i>
R Au2 wk4	of	The grapheme 'f' makes the sound v. This is a rare GPC.	Point to 'f'. Say: <i>This grapheme says v.</i>
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: <i>This grapheme says ee.</i>
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: <i>This grapheme says ee.</i>
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: <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.