

## Rapid Catch-up: 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. Children need repeated practice of reading tricky words until they can read them automatically.

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

#### Weeks 1 to 5

	Tricky word	Why is it tricky?
Week 1	<u>thei</u> r	The trigraph 'eir' makes the sound <b>air</b> . <i>This is a rare GPC.</i>
	peo <u>pl</u> e	The word 'people' has two tricky parts: the digraph 'eo' makes the sound <b>ee*</b> and the grapheme 'le' is not yet decodable. <i>*This is a rare GPC.</i>
	<u>oh</u>	The digraph 'oh' makes the sound <b>oa</b> . <i>This is a rare GPC.</i>
Week 2	<u>you</u> r	The trigraph 'our' makes the sound <b>or</b> and is not yet decodable.
	Mr <u>r</u>	The word 'Mr' is an abbreviation of the word 'mister'.
	M <u>rs</u>	The word 'Mrs' is an abbreviation of the word 'missus'.
	M <u>s</u>	The word 'Ms' is a combination of 'Mrs' and 'miss'.
Week 3	<u>ask</u> *	The grapheme 'a' makes the sound <b>ar</b> and is not yet decodable.
	<u>cou</u> ld	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.
	w <u>ou</u> ld	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.
	sh <u>ou</u> ld	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.
Week 4	<u>ou</u> r	The trigraph 'our' makes the sound <b>ow</b> followed by the schwa sound. <i>This is a rare GPC.</i>
	hou <u>se</u>	The digraph 'se' makes the sound <b>s</b> and is not yet decodable.
	mo <u>use</u>	The digraph 'se' makes the sound <b>s</b> and is not yet decodable.
Week 5	<u>wa</u> ter	The grapheme 'a' makes the sound <b>or</b> and is not yet decodable.
	w <u>an</u> t	The grapheme 'a' makes the sound <b>o</b> 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 weeks 1 to 5

I	Children are taught 'i' <b>igh</b> in <b>Phase 5 week 2</b> .
go no	Children are taught 'o' <b>oa</b> in <b>Phase 5 week 2</b> .
she he we me be	Children are taught 'e' <b>ee</b> in <b>Phase 5 week 2</b> .

my by	Children are taught 'y' <b>igh</b> in <b>Phase 5 week 4</b> .
out	Children are taught 'ou' <b>ow</b> in <b>Phase 5 week 1</b> .
so	Children are taught 'o' <b>oa</b> in <b>Phase 5 week 2</b> .
like	Children are taught 'i-e' <b>igh</b> in <b>Phase 5 week 2</b> .
when	Children are taught 'wh' <b>w</b> in <b>Phase 5 week 4</b> .

## Weeks 6 to 10

	Tricky word	Why is it tricky?
Week 6	<u>again</u> *	The digraph 'ai' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
	<u>any</u>	The grapheme 'a' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
	<u>many</u>	The grapheme 'a' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
Week 7	<u>where</u>	The trigraph 'ere' makes the sound <b>air</b> and is not yet decodable.
	<u>who</u>	The word 'who' has two tricky parts: the digraph 'wh' makes the sound <b>h</b> and the grapheme 'o' makes the sound oo (as in 'food'). <i>These are rare GPCs.</i>
	<u>whole</u>	The digraph 'wh' makes the sound <b>h</b> . <i>This is a rare GPC.</i>
Week 8	<u>two</u>	The grapheme 'wo' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
	<u>school</u>	The digraph 'ch' makes the sound <b>c</b> and is not yet decodable.
	<u>call</u>	The grapheme 'a' makes the sound <b>or</b> and is not yet decodable.
Week 9	<u>different</u> *	The digraph 'er' makes the sound <b>r</b> (with no schwa sound before it).
	<u>thought</u>	The grapheme 'ough' makes the sound <b>or</b> . <i>This is a rare GPC.</i>
	<u>through</u>	The grapheme 'ough' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
Week 10	<u>friend</u>	The digraph 'ie' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
	<u>work</u>	The digraph 'or' makes the sound <b>ur</b> . <i>This is a rare GPC.</i>
	<u>once</u>	The grapheme 'o' makes the sounds <b>w-u</b> . <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 weeks 6 to 10

put pull full push	Children are taught 'u' <b>oo</b> in <b>Phase 5 week 8</b> .
was	Children are taught 'a' <b>o</b> in <b>Phase 5 week 9</b> .
all	Children are taught 'a' <b>or</b> in <b>Phase 5 week 9</b> .

have	Children are taught 've' <b>v</b> in <b>Phase 5 week 6</b> .
some	Children are taught 'o-e' <b>u</b> in <b>Phase 5 week 6</b> .
what	Children are taught 'a' <b>o</b> in <b>Phase 5 week 9</b> . (They are taught 'wh' <b>w</b> in week 4.)
there	Children are taught 'ere' <b>air</b> in <b>Phase 5 week 8</b> .

house mouse	Children are taught 'se' <b>s</b> in <b>Phase 5 week 7</b> .
water call	Children are taught 'a' <b>or</b> in <b>Phase 5 week 9</b> .
want	Children are taught 'a' <b>o</b> in <b>Phase 5 week 10</b> .
where	Children are taught 'ere' <b>air</b> in <b>Phase 5 week 8</b> .

## Weeks 11 to 14

	Tricky word	Why is it tricky?
Week 11	<u>laugh</u>	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound <b>ar*</b> (depending on regional pronunciation) and the digraph 'gh' makes the sound <b>f</b> . <i>*This is a rare GPC.</i>
	<u>because</u>	The digraph 'au' makes the sound <b>o</b> . <i>This is a rare GPC.</i>
	<u>eye</u>	The trigraph 'eye' makes the sound <b>igh</b> . <i>This is a rare GPC.</i>
Week 12	<u>busy</u>	The grapheme 'u' makes the sound <b>i</b> .
	<u>beautiful</u>	The trigraph 'eau' makes the sound <b>yoo</b> . <i>This is a rare GPC.</i>
Week 13	<u>pretty</u>	The grapheme 'e' makes the sound <b>i</b> . <i>This is a rare GPC in the middle of a word.</i>
	<u>hour</u>	The word 'hour' has two tricky parts: the 'h' is not pronounced and the trigraph 'our' makes the sound <b>ow</b> followed by the schwa sound*. <i>*This is a rare GPC.</i>
	<u>parents</u>	The grapheme 'a' makes the sound <b>air</b> . <i>This is a rare GPC.</i>
Week 14	<u>shoe</u>	The digraph 'oe' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
	<u>move</u>	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
	<u>improve</u>	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>

## Tricky words that become decodable in Phase 5 weeks 11 to 14

they	Children are taught 'ey' <b>ai</b> in <b>Phase 5 week 12</b> .
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here	Children are taught 'ere' <b>ear</b> in <b>Phase 5 week 13</b> .
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school	Children are taught 'ch' <b>c</b> in <b>Phase 5 week 11</b> .
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different	Children are taught the schwa in longer words in <b>Phase 5 week 11</b> .
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work	Children are taught 'or' <b>ur</b> in <b>Phase 5 week 8</b> .
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your	Children are taught 'our' <b>or</b> in <b>Phase 5 week 14</b> .
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## Taught in Phase 4

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

	Tricky word	Why is it tricky?
Week 1	<u>s</u> aid	The digraph 'ai' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
Week 2	<u>o</u>	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>
	<u>were</u>	The trigraph 'ere' makes the sound <b>ur</b> . <i>This is a rare GPC.</i>
Week 3	<u>says</u>	The digraph 'ay' makes the sound <b>e</b> . <i>This is a rare GPC.</i>
Week 4	<u>one</u>	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>These are rare GPCs.</i>
	<u>to</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?
Week 3	<u>are</u>	The trigraph 'are' makes the sound <b>ar</b> . <i>This is a rare GPC.</i>
Week 4	<u>pure</u>	The trigraph 'ure' makes the sound <b>yoo</b> followed by a schwa sound. <i>This is a rare GPC.</i>
	<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. <i>These are rare GPCs.</i>

## Taught in Phase 2

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

	Tricky word	Why is it tricky?
Week 2	<u>the</u>	The grapheme 'e' makes the schwa sound ' <b>uh</b> '. <i>The schwa sound is very common but is rarely represented by the grapheme 'e' at the end of a word.</i>
Week 3	<u>to</u>	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>
	<u>into</u>	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>
Week 4	<u>of</u>	The grapheme 'f' makes the sound <b>v</b> . <i>This is a rare GPC.</i>