

Rapid Catch-up: 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. 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 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?
Week 2	<u>and</u>	The word 'and' is considered tricky at this stage because it has adjacent consonants.
	<u>is</u>	The grapheme 's' makes the sound z . Children have only learned the sound s as in 'sat' at this stage.
	<u>l</u>	The grapheme 'i' makes the sound igh . Children have only learned the sound i as in 'pin' at this stage.
	<u>the</u>	The word 'the' has two tricky parts: the digraph 'th' is not yet decodable and the grapheme 'e' makes the schwa sound ' uh '.
	<u>as</u>	The grapheme 's' makes the sound z . Children have only learned the sound s as in 'sat' at this stage.
	<u>has</u>	The grapheme 's' makes the sound z . Children have only learned the sound s as in 'sit' at this stage.
	<u>his</u>	The grapheme 's' makes the sound z . Children have only learned the sound s as in 'sit' at this stage.
	<u>her</u>	The digraph 'er' is not yet decodable.
Week 3	<u>put</u> *	The grapheme 'u' makes the sound oo (as in 'book'). Children have only learned the sound u as in 'cup' at this stage.
	<u>pull</u> *	The grapheme 'u' makes the sound oo (as in 'book'). Children have only learned the sound u as in 'cup' at this stage.
	<u>full</u> *	The grapheme 'u' makes the sound oo (as in 'book'). Children have only learned the sound u as in 'cup' at this stage.
	<u>no</u>	The grapheme 'o' makes the sound oa . Children have only learned the sound o as in 'dog' at this stage.
	<u>go</u>	The grapheme 'o' makes the sound oa . Children have only learned the sound o as in 'dog' at this stage.
	<u>to</u>	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. This is a rare GPC.
	<u>into</u>	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. This is a rare GPC.
Week 4	<u>we</u>	The grapheme 'e' makes the sound ee . Children have only learned the sound e as in 'egg' at this stage.
	<u>me</u>	The grapheme 'e' makes the sound ee . Children have only learned the sound e as in 'egg' at this stage.
	<u>be</u>	The grapheme 'e' makes the sound ee . Children have only learned the sound e as in 'egg' at this stage.
	<u>he</u>	The grapheme 'e' makes the sound ee . Children have only learned the sound e as in 'egg' at this stage.
	<u>of</u>	The grapheme 'f' makes the sound v . This is a rare GPC.
	<u>she</u>	The grapheme 'e' makes the sound ee . Children have only learned the sound e as in 'egg' at this stage.
	<u>push</u> *	The grapheme 'u' makes the sound oo (as in 'book'). Children have only learned the sound u as in 'cup' at this stage.

*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 **Phase 2 week 3**.