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
R Au1 wk3	i<u>s</u>	The grapheme 's' makes the sound **z**. Children have only learned the sound **s** as in 'sat' at this stage.	Point to 's'. **Say:** *This grapheme says* **z**.
R Au1 wk4	<u>I</u>	The grapheme 'i' makes the sound **igh**. Children have only learned the sound **i** as in 'pin' at this stage.	Point to 'I'. **Say:** *This grapheme says* **igh**.
R Au1 wk5	<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**'.	Point to 'th'. **Say:** *This digraph says* **th**. Point to 'e'. **Say:** *This grapheme says* **uh**.
R Au2 wk1	p<u>u</u>t*	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	p<u>u</u>ll*	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	f<u>u</u>ll*	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	a<u>s</u>	The grapheme 's' makes the sound **z**. Children have only learned the sound **s** as in 'sat' at this stage.	Point to 's'. **Say:** *This grapheme says* **z**.
R Au2 wk2	a<u>nd</u>	The word 'and' is considered tricky at this stage because it has adjacent consonants.	Point to 'nd'. **Say:** *Let's say the sounds and blend them a-n-d 'and'.*
R Au2 wk2	ha<u>s</u>	The grapheme 's' makes the sound **z**. Children have only learned the sound **s** as in 'sit' at this stage.	Point to 's'. **Say:** *This grapheme says* **z**.
R Au2 wk2	hi<u>s</u>	The grapheme 's' makes the sound **z**. Children have only learned the sound **s** as in 'sit' at this stage.	Point to 's'. **Say:** *This grapheme says* **z**.
R Au2 wk2	h<u>er</u>	The digraph 'er' is not yet decodable.	Point to 'er'. **Say:** *This digraph says* **ur**.
R Au2 wk3	g<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	n<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	t<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	int<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	sh<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	p<u>u</u>sh*	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	h<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**.

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	Tricky word	Why is it tricky?	How to teach
R Au2 wk4	o*f*	The grapheme 'f' makes the sound **v**. This is a rare GPC.	Point to 'f'. **Say:** *This grapheme says **v***.
R Au2 wk5	w<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	m<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	b<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.

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**.