Deer Park Primary School
PHONICS CURRICULUM

Our Ultimate End Goal:

At Deer Park Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. Deer Park Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Deer Park Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Little Wandle Letters and Sounds Revised 2021: Programme progression

Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words

Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	Review all taught so far

Summer 1 Phase 4	**New tricky words**
Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suf xes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	**No new tricky words**
Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suf xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words ‘half’ and ‘father’ may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

How to write capital letters

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.

H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

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	is	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	I	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	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: This digraph says th. Point to 'e'. Say: This grapheme says uh.
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: This grapheme says oo.
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: This grapheme says oo.
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: This grapheme says oo.
R Au2 wk1	as	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	and	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	has	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	his	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	her	The digraph 'er' is not yet decodable.	Point to 'er'. Say: This digraph says ur.
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: This grapheme says oa.
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: This grapheme says oa.
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: This grapheme says oo.
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: This grapheme says oo.
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: This grapheme says ee.
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: This grapheme says oo.
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: This grapheme says ee.

	Tricky word	Why is it tricky?	How to teach
R Au2 wk4 -	of	The grapheme 'f' makes the sound v. This is a rare GPC.	Point to 'f'. Say: This grapheme says v.
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: This grapheme says ee.
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: This grapheme says ee.
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: 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 hashis	Children are taught that the grapheme 's' can make the sound **z** in **Reception Autumn 2 week 5**.

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
R Spr1 wk2	was	The grapheme 'a' makes the sound o. Children have only learned the sound a as in 'cat' at this stage.	Point to 'a'. Say: This grapheme says o.
R Spr1 wk2	you	The digraph 'ou' is not yet decodable.	Point to 'ou'. Say: This digraph says oo.
R Spr1 wk2	they	The digraph 'ey' is not yet decodable.	Point to 'ey'. Say: This digraph says ai.
R Spr1 wk3	my	The grapheme 'y' makes the sound igh. Children have only learned the sound y as in 'yap' at this stage.	Point to 'y'. Say: This grapheme says igh.
R Spr1 wk3	by	The grapheme 'y' makes the sound igh. Children have only learned the sound y as in 'yap' at this stage.	Point to 'y'. Say: This grapheme says igh.
R Spr1 wk3	all	The grapheme 'a' makes the sound or. Children have only learned the sound a as in 'cat' at this stage.	Point to 'a'. Say: This grapheme says or.
R Spr1 wk4	are	The trigraph 'are' makes the sound ar. This is a rare GPC.	Point to 'are'. Say: This trigraph says ar.
R Spr1 wk4	sure	The word 'sure' has two tricky parts: the grapheme 's' makes the sound sh and the trigraph 'ure' makes the sound or. These are rare GPCs. Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.	Point to 's'. Say: This grapheme says sh. Point to 'ure'. Say: This trigraph says or.

R Spr1 wk4	pure	The trigraph 'ure' makes the sounds y-or. This is a rare GPC. Pronunciation varies. Always teach according to children's regional pronunciation.	Point to 'ure'. Say: This trigraph says yor.

Tricky words that become decodable in Phase 3

her	Children are taught the digraph 'er' in **Reception Spring 1 week 4**.

Taught in Phase 2

Phase 2 tricky words that remain tricky in Phase 3

	Tricky word	Why is it tricky?	How to teach
R Au1 wk4	I	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	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: This grapheme says uh.
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: This grapheme says oo.

	Tricky word	Why is it tricky?	How to teach
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: This grapheme says oo.
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: This grapheme says oo.
R Au2 wk2	and	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 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: This grapheme says oa.
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: This grapheme says oa.
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: This grapheme says oo.
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: This grapheme says oo.
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: This grapheme says ee.
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: This grapheme says oo.
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: This grapheme says ee.
R Au2 wk4	of	The grapheme 'f' makes the sound v. This is a rare GPC.	Point to 'f'. Say: This grapheme says v.
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: This grapheme says ee.
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: This grapheme says ee.
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: 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 taughtas such.

Phase 4 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 4 tricky words. It includes tricky words taught in Phase 4 but also Phase 2 and 3 tricky words that are still not decodable.
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 4

	Tricky word	Why is it tricky?	How to teach
R Su1 wk1	said	The digraph 'ai' makes the sound e. This is a rare GPC.	Point to 'ai'. Say: This digraph says e.
R Su1 wk1	so	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 Su1 wk1	have	The digraph 've' is not yet decodable.	Point to 've'. Say: This digraph says v.
R Su1 wk1	like	The split digraph 'i-e' is not yet decodable.	Point to 'i-e'. Say: These letters say igh.
R Su1 wk2	some	The split digraph 'o-e' is not yet decodable. Here, the split digraph makes the sound u.	Point to 'o-e'. Say: These letters say u.
R Su1 wk2	come	The split digraph 'o-e' is not yet decodable. Here, the split digraph makes the sound u.	Point to 'o-e'. Say: These letters say u.
R Su1 wk2	love	The split digraph 'o-e' is not yet decodable. Here, the split digraph makes the sound u.	Point to 'o-e'. Say: These letters say u.
R Su1 wk2	do	The grapheme 'o' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'o'. Say: This grapheme says oo.
R Su1 wk3	were	The trigraph 'ere' makes the sound ur. This is a rare GPC.	Point to 'ere'. Say: This trigraph says ur.
R Su1 wk3	here	The trigraph 'ere' makes the sound ear and is not yet decodable.	Point to 'ere'. Say: This trigraph says ear.

R Su1 wk3	little	The digraph 'le' is not yet decodable.	Point to 'le'. Say: This digraph says l.
R Su1 wk3	says	The digraph 'ay' makes the sound e. This is a rare GPC.	Point to 'ay'. Say: This digraph says e.
R Su1 wk4	there	The trigraph 'ere' makes the sound air and is not yet decodable.	Point to 'ere'. Say: This trigraph says air.
R Su1 wk4	when	The digraph 'wh' makes the sound w and is not yet decodable.	Point to 'wh'. Say: This digraph says w.
R Su1 wk4	what	The word 'what' has two tricky parts that are not yet decodable: the grapheme 'wh' makes the sound w and the grapheme 'a' makes the sound o.	Point to 'wh'. Say: This digraph says w. Point to 'a'. Say: This grapheme says o.

	Tricky word	Why is it tricky?	How to teach
R Su1 wk4	one	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds w-u and the digraph 'ne' makes the sound n. *This is a rare GPC	Point to 'o'. Say: This grapheme says wu. Point to 'ne'. Say: This digraph says n.
R Su1 wk5	out	The digraph 'ou' is not yet decodable.	Point to 'ou'. Say: This digraph says ow.
R Su1 wk5	today	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. This is a rare GPC.	Point to 'o'. Say: This grapheme says oo. Point to 'ay'. Say: This digraph says ai.

Tricky words that become decodable in Phase 4

and	Children are taught to read words with adjacent consonants in Reception Summer 1.

Taught in Phase 3

Phase 3 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?	How to teach
R Spr1 wk2	was	The grapheme 'a' makes the sound o. Children have only learned the sound a as in 'cat' at this stage.	Point to 'a'. Say: This grapheme says o.
R Spr1 wk2	you	The digraph 'ou' is not yet decodable.	Point to 'ou'. Say: This digraph says oo.
R Spr1 wk2	they	The digraph 'ey' is not yet decodable.	Point to 'ey'. Say: This digraph says ai.
R Spr1 wk3	my	The grapheme 'y' makes the sound igh. Children have only learned the sound y as in 'yap' at this stage.	Point to 'y'. Say: This grapheme says igh.
R Spr1 wk3	by	The grapheme 'y' makes the sound igh. Children have only learned the sound y as in 'yap' at this stage.	Point to 'y'. Say: This grapheme says igh.
R Spr1 wk3	all	The grapheme 'a' makes the sound or. Children have only learned the sound a as in 'cat' at this stage.	Point to 'a'. Say: This grapheme says or.
R Spr1 wk4	are	The trigraph 'are' makes the sound ar. This is a rare GPC.	Point to 'are'. Say: This trigraph says ar.
R Spr1 wk4	sure	The word 'sure' has two tricky parts: the grapheme 's' makes the sound sh and the trigraph 'ure' makes the sound or. These are rare GPCs. Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.	Point to 's'. Say: This grapheme says sh. Point to 'ure'. Say: This trigraph says or.
R Spr1 wk4	pure	The trigraph 'ure' makes the sounds y-or. This is a rare GPC. Pronunciation varies. Always teach according to children's regional pronunciation.	Point to 'ure'. Say: This trigraph says yor.

Taught in Phase 2
Phase 2 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?	How to teach
R Au1 wk4	I	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	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: This grapheme says uh.

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

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: This grapheme says ee.
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: This grapheme says ee.
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: 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 taughtas such.

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.

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

Year 1 Autumn 2

(No new tricky words are taught in Year 1 Autumn 1.)

	Tricky word	Why is it tricky?	How to teach
Y1 Au2 wk1	their	The trigraph 'eir' makes the sound air. This is a rare GPC.	Point to 'eir'. Say: This trigraph says air.
Y1 Au2 wk1	people	The word 'people' has two tricky parts: the digraph 'eo' makes the sound ee* and the digraph 'le' is not yet decodable. *This is a rare GPC.	Point to 'eo'. Say: This digraph says ee. Point to 'le'. Say: This digraph says l.
Y1 Au2 w̄k1	oh	The digraph 'oh' makes the sound oa. This is a rare GPC.	Point to 'oh'. Say: This digraph says oa.
Y1 Au2 wk1	your	The trigraph 'our' makes the sound or and is not yet decodable.	Point to 'our'. Say: This trigraph says or.
Y1 Au2 w̲k2	Mr	The word 'Mr' is an abbreviation of the word 'mister'.	Point to 'Mr'. Say: This tricky word says 'mister'.
Y1 Au2 wk2	Mrs	The word 'Mrs' is an abbreviation of the word 'missus'.	Point to 'Mrs'. Say: This tricky word says 'missus'.
Y1 Au2 wk2	Ms	The word 'Ms' is a combination of 'Mrs' and 'miss'.	Point to 'Ms'. Say: This tricky word says 'muz'.

Y1 Au2 wk2	ask*	The grapheme ‘a’ makes the sound ar and is not yet decodable.	Point to ‘a’. Say: This grapheme says ar.
Y1 Au2 wk3	could	The trigraph ‘oul’ makes the sound oo (as in ‘book’) and is not yet decodable.	Point to ‘oul’. Say: This trigraph says oo.
Y1 Au2 wk3	would	The trigraph ‘oul’ makes the sound oo (as in ‘book’) and is not yet decodable.	Point to ‘oul’. Say: This trigraph says oo.
Y1 Au2 wk3	should	The trigraph ‘oul’ makes the sound oo (as in ‘book’) and is not yet decodable.	Point to ‘oul’. Say: This trigraph says oo.
Y1 Au2 wk3	our	The trigraph ‘our’ makes the sound ow followed by the schwa sound.	Point to ‘our’. Say: This trigraph says our.
Y1 Au2 wk4	house	The digraph ‘se’ makes the sound s and is not yet decodable.	Point to ‘se’. Say: This digraph says s.

*The word ‘ask’ may not be tricky in some regional pronunciations, in which case it should not be taught as such.

	Tricky word	Why is it tricky?	How to teach
Y1 Au2 wk4	mouse	The digraph 'se' makes the sound s and is not yet decodable.	Point to 'se'. Say: This digraph says s.
Y1 Au2 wk4	water	The grapheme 'a' makes the sound or and is not yet decodable.	Point to 'a'. Say: This grapheme says or.
Y1 Au2 wk4	want	The grapheme 'a' makes the sound o and is not yet decodable.	Point to 'a'. Say: This grapheme says o.

Tricky words that become decodable in Phase 5: Year 1 Autumn 1 and 2

I	Children are taught 'i' **igh** in **Autumn 2 week 2**.
g o n o s o	Children are taught 'o' **oa** in **Autumn 2 week 2**.
sh e he w e m e b e	Children are taught 'e' **ee** in **Autumn 2 week 2**.

out	Children are taught 'ou' ow in Autumn 1 week 4.
like	Children are taught 'i–e' igh in Autumn 2 week 3.

Year 1 Spring 1

	Tricky word	Why is it tricky?	How to teach
Y1 Spr1 wk1	any	The grapheme 'a' makes the sound e. This is a rare GPC.	Point to 'a'. Say: This grapheme says e.
Y1 Spr1 wk1	many	The grapheme 'a' makes the sound e. This is a rare GPC.	Point to 'a'. Say: This grapheme says e.
Y1 Spr1 wk1	again*	The digraph 'ai' makes the sound e. This is a rare GPC.	Point to 'ai'. Say: This digraph says e.
Y1 Spr1 wk2	who	The word 'who' has two tricky parts: the digraph 'wh' makes the sound h and the grapheme 'o' makes the sound oo (as in 'food'). These are rare GPCs.	Point to 'wh'. Say: This digraph says h. Point to 'o'. Say: This grapheme says oo.
Y1 Spr1 wk2	whole	The digraph 'wh' makes the sound h. This is a rare GPC.	Point to 'wh'. Say: This digraph says h.
Y1 Spr1 wk2	where	The trigraph 'ere' makes the sound air and is not yet decodable.	Point to 'ere'. Say: This trigraph says air.
Y1 Spr1 wk2	two	The grapheme 'wo' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'wo'. Say: This digraph says oo.
Y1 Spr1 wk3	school	The digraph 'ch' makes the sound c is and not yet decodable.	Point to 'ch'. Say: This digraph says c.
Y1 Spr1 wk3	call	The grapheme 'a' makes the sound or and is not yet decodable.	Point to 'a'. Say: This grapheme says or.
Y1 Spr1 wk3	different*	The digraph 'er' makes the sound r (with no schwa sound before it).	Point to 'er'. Say: This digraph says r.
Y1 Spr1 wk4	thought	The grapheme 'ough' makes the sound or. This is a rare GPC.	Point to 'ough'. Say: This grapheme says or.

The words 'again' and 'different' may not be tricky in some regional pronunciations, in which case they should not be taught as such.

	Tricky word	Why is it tricky?	How to teach
Y1 Spr1 wk4	through	The grapheme 'ough' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'ough'. Say: This grapheme says oo.
Y1 Spr1 wk4	friend	The digraph 'ie' makes the sound e. This is a rare GPC.	Point to 'ie'. Say: This digraph says e.
Y1 Spr1 wk4	work	The digraph 'or' makes the sound ur. This is a rare GPC.	Point to 'or'. Say: This digraph says ur.

Tricky words that become decodable in Phase 5: Year 1 Spring 1

my by	Children are taught 'y' igh in Spring 1 week 2.

when	Children are taught 'wh' w in Spring 1 week 1.
have	Children are taught 've' v in Spring 1 week 3.
some	Children are taught 'o–e' u in Spring 1 week 4.

house mouse	Children are taught 'se' s in Spring 1 week 4.

Year 1 Spring 2

	Tricky word	Why is it tricky?	How to teach
Y1 Spr1 wk1	once	The grapheme 'o' makes the sounds w-u. This is a rare GPC.	Point to 'o'. Say: This grapheme says wu.
Y1 Spr1 wk1	laugh	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound ar or a (depending on regional pronunciation) and the digraph 'gh' makes the sound f. *This is a rare GPC.	Point to 'au'. Say: This digraph says ar or This digraph says a. Point to 'gh'. Say: This digraph says f.
Y1 Spr1 wk2	because	The digraph 'au' makes the sound o. This is a rare GPC.	Point to 'au'. Say: This digraph says o.
Y1 Spr1 wk2	eye	The trigraph 'eye' makes the sound igh. This is a rare GPC.	Point to 'eye'. Say: This trigraph says igh.

Tricky words that become decodable in Phase 5: Year 1 Spring 2

put pull full pus h	Children are taught 'u' **oo** in **Spring 2 week 1**.

was	Children are taught 'a' **o** in **Spring 2 week 3**.
all	Children are taught 'a' **or** in **Spring 2 week 3**.

what	Children are taught 'a' o in **Spring 2 week 3**. (They are taught 'wh' **w** in Spring 1 week 1.)
there	Children are taught 'ere' **air** in **Spring 2 week 3**.

wate rcall	Children are taught 'a' **or** in **Spring 2 week 3**.
want	Children are taught 'a' **o** in **Spring 2 week 3**.
where	Children are taught 'ere' **air** in **Spring 2 week 3**.
school	Children are taught 'ch' **c** in **Spring 2 week 5**.
different	Children are taught the schwa in longer words in **Spring 2 week 3**.
work	Children are taught 'or' **ur** in **Spring 2 week 1**.

Year 1 Summer 2

(No new tricky words are taught in Year 1 Summer 1.)

	Tricky word	Why is it tricky?	How to teach
Y1 Su2 wk1	busy	The grapheme 'u' makes the sound i.	Point to 'u'. Say: This grapheme says i.
Y1 Su2 wk1	beautiful	The trigraph 'eau' makes the sound yoo. This is a rare GPC.	Point to 'eau'. Say: This trigraph says yoo.
Y1 Su2 wk1	pretty	The grapheme 'e' makes the sound i. This is a rare GPC in the middle of a word.	Point to 'e'. Say: This grapheme says i.
Y1 Su2 wk1	hour	The word 'hour' has two tricky parts: the 'h' is not pronounced and the trigraph 'our' makes the sound ow followed by the schwa sound.	Point to 'h'. Say: This grapheme is not pronounced. Point to 'our'. Say: This trigraph says our.
Y1 Su2 wk2	move	The grapheme 'o' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'o'. Say: This grapheme says oo.
Y1 Su2 wk2	improve	The grapheme 'o' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'o'. Say: This grapheme says oo.
Y1 Su2 wk2	parents	The grapheme 'a' makes the sound air. This is a rare GPC.	Point to 'a'. Say: This grapheme says air.
Y1 Su2 wk2	shoe	The digraph 'oe' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'oe'. Say: This digraph says oo.

Tricky words that become decodable in Phase 5: Year 1 Summer 2

they	Children are taught 'ey' **ai** in **Summer 2 week 1**.

here	Children are taught 'ere' **ear** in **Summer 2 week 1**.

your	Children are taught 'our' **or** in **Summer 2 week 4**.

Taught in Phase 4

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

	Tricky word	Why is it tricky?	How to teach
R Su1 wk1	said	The digraph 'ai' makes the sound e. This is a rare GPC.	Point to 'ai'. Say: This digraph says e.
R Su1 wk2	do	The grapheme 'o' makes the sound oo (as in 'food'). This is a rare GPC.	Point to 'o'. Say: This grapheme says oo.
R Su1 wk3	were	The trigraph 'ere' makes the sound ur. This is a rare GPC.	Point to 'ere'. Say: This trigraph says ur.

	Tricky word	Why is it tricky?	How to teach
R Su1 wk3	says	The digraph 'ay' makes the sound e. This is a rare GPC.	Point to 'ay'. Say: This digraph says e.
R Su1 wk4	one	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds w-u and the digraph 'ne' makes the sound n. These are rare GPCs.	Point to 'o'. Say: This grapheme says wu. Point to 'ne'. Say: This digraph says n.
R Su1 wk5	today	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.

Taught in Phase 3

Phase 3 tricky words that remain tricky at the end of Phase 5

	Tricky word	Why is it tricky?	How to teach
R Spr1 wk4	are	The trigraph 'are' makes the sound ar. This is a rare GPC.	Point to 'are'. Say: This trigraph says ar.
R Spr1 wk4	sure	The word 'sure' has two tricky parts: the grapheme 's' makes the sound sh and the trigraph 'ure' makes the sound or. These are rare GPCs. Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.	Point to 's'. Say: This grapheme says sh. Point to 'ure'. Say: This trigraph says or.
R Spr1 wk4	pure	The trigraph 'ure' makes the sounds y-or. This is a rare GPC. Pronunciation varies. Always teach according to children's regional pronunciation.	Point to 'ure'. Say: This trigraph says yor.

Taught in Phase 2

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

	Tricky word	**Why is it tricky?**	**How to teach**
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: This grapheme says uh.
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: This grapheme says oo.
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: This grapheme says oo.
R Au2 wk4	of	The grapheme 'f' makes the sound v. This is a rare GPC.	Point to 'f'. Say: This grapheme says v.

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment