

## Tricky Words

Tricky word	Why it is tricky?	How to teach
is	The grapheme 's' makes the sound <b>z</b> . Children have only learned the sound <b>s</b> as in 'sat' at this stage.	Point to 's'. <b>Say:</b> This grapheme says <b>z</b> .
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'. <b>Say:</b> This digraph says <b>th</b> . Point to 'e'. <b>Say:</b> This grapheme says <b>uh</b> .
and	The word 'and' is considered tricky at this stage because it has adjacent consonants.	Point to 'nd'. <b>Say:</b> Let's say the sounds and blend them a-n-d 'and'.

### Book set: Phase 2 Set 4

Tricky word	Why it is tricky?	How to teach
l	The grapheme 'l' makes the sound <b>igh</b> . Children have only learned the sound <b>i</b> as in 'pin' at this stage.	Point to 'l'. <b>Say:</b> This grapheme says <b>igh</b> .
put*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book').	Point to 'u'. <b>Say:</b> This grapheme says <b>oo</b> .
pull*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book').	Point to 'u'. <b>Say:</b> This grapheme says <b>oo</b> .
full*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book').	Point to 'u'. <b>Say:</b> This grapheme says <b>oo</b> .
as	The grapheme 's' makes the sound <b>z</b> . Children have only learned the sound <b>s</b> as in 'sat' at this stage.	Point to 's'. <b>Say:</b> This grapheme says <b>z</b> .
has	The grapheme 's' makes the sound <b>z</b> . Children have only learned the sound <b>s</b> as in 'sit' at this stage.	Point to 's'. <b>Say:</b> This grapheme says <b>z</b> .

Tricky word	Why it is tricky?	How to teach
his	The grapheme 's' makes the sound <b>z</b> . Children have only learned the sound <b>s</b> as in 'sat' at this stage.	Point to 's'. <b>Say:</b> This grapheme says <b>z</b> .
go	The grapheme 'o' makes the sound <b>oa</b> . Children have only learned the sound <b>o</b> as in 'dog' at this stage.	Point to 'o'. <b>Say:</b> This grapheme says <b>oa</b> .
no	The grapheme 'o' makes the sound <b>oa</b> . Children have only learned the sound <b>o</b> as in 'dog' at this stage.	Point to 'o'. <b>Say:</b> This grapheme says <b>oa</b> .
her	The digraph 'er' is not yet decodable.	Point to 'er'. <b>Say:</b> This digraph says <b>ur</b> .

### Book set: Phase 2 Set 5

Tricky word	Why it is tricky?	How to teach
to	The grapheme 'o' makes the sound <b>oo</b> (as in 'food') or <b>oo</b> (as in 'book').	Point to 'o'. <b>Say:</b> This grapheme says <b>oo/oo</b> .
he	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. <b>Say:</b> This grapheme says <b>ee</b> .
we	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. <b>Say:</b> This grapheme says <b>ee</b> .
me	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. <b>Say:</b> This grapheme says <b>ee</b> .
be	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. <b>Say:</b> This grapheme says <b>ee</b> .
push*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book').	Point to 'u'. <b>Say:</b> This grapheme says <b>oo</b> .
into	The grapheme 'o' makes the sound <b>oo</b> (as in 'food') or <b>oo</b> (as in 'book').	Point to 'o'. <b>Say:</b> This grapheme says <b>oo/oo</b> .
she	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. <b>Say:</b> This grapheme says <b>ee</b> .
of	The grapheme 'f' makes the sound <b>v</b> .	Point to 'f'. <b>Say:</b> This grapheme says <b>v</b> .

\*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.

## Book set: Phase 3 Set 1

Tricky word	Why it is tricky?	How to teach
<u>was</u>	The grapheme 'a' makes the sound <b>o</b> . Children have only learned the sound <b>a</b> as in 'cat' at this stage.	Point to 'a'. <b>Say:</b> <i>This grapheme says o.</i>
<u>you</u>	The digraph 'ou' makes the sound oo (as in 'food').	Point to 'ou'. <b>Say:</b> <i>This digraph says oo.</i>
<u>they</u>	The digraph 'ey' makes the sound <b>ai</b> .	Point to 'ey'. <b>Say:</b> <i>This digraph says ai.</i>
<u>my</u>	The grapheme 'y' makes the sound <b>igh</b> . Children have only learned the sound <b>y</b> as in 'yap' at this stage.	Point to 'y'. <b>Say:</b> <i>This grapheme says igh.</i>
<u>by</u>	The grapheme 'y' makes the sound <b>igh</b> . Children have only learned the sound <b>y</b> as in 'yap' at this stage.	Point to 'y'. <b>Say:</b> <i>This grapheme says igh.</i>
<u>all</u>	The grapheme 'a' makes the sound <b>or</b> . Children have only learned the sound <b>a</b> as in 'cat' at this stage.	Point to 'a'. <b>Say:</b> <i>This grapheme says or.</i>
<u>are</u>	The trigraph 'are' makes the sound <b>ar</b> .	Point to 'are'. <b>Say:</b> <i>This trigraph says ar.</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>or</b> .	Point to 's'. <b>Say:</b> <i>This grapheme says sh.</i> Point to 'ure'. <b>Say:</b> <i>This trigraph says or.</i>
<u>pure</u>	The trigraph 'ure'* makes the sounds <b>y-or</b> .	Point to 'ure'. <b>Say:</b> <i>This trigraph says y-or.</i>

\*Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.

## Book set: Phase 4 Set 1

Tricky word	Why it is tricky?	How to teach
<u>s</u> aid	The digraph 'ai' makes the sound <b>e</b> .	Point to 'ai'. <b>Say:</b> <i>This digraph says e.</i>
so <u>o</u>	The grapheme 'o' makes the sound <b>oa</b> . <i>Children have only learned the sound o as in 'dog' at this stage.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oa.</i>
h <u>ave</u>	The digraph 've' is not yet decodable.	Point to 've'. <b>Say:</b> <i>This digraph says v.</i>
l <u>ike</u>	The split digraph 'i-e' is not yet decodable.	Point to 'i-e'. <b>Say:</b> <i>This split digraph says igh.</i>
s <u>ome</u>	The split digraph 'o-e' makes the sound <b>u</b> .	Point to 'o-e'. <b>Say:</b> <i>This split digraph says u.</i>
c <u>ome</u>	The split digraph 'o-e' makes the sound <b>u</b> .	Point to 'o-e'. <b>Say:</b> <i>This split digraph says u.</i>
l <u>ove</u>	The split digraph 'o-e' makes the sound <b>u</b> .	Point to 'o-e'. <b>Say:</b> <i>This split digraph says u.</i>
d <u>o</u>	The grapheme 'o' makes the sound oo (as in 'food').	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
w <u>ere</u>	The trigraph 'ere' makes the sound <b>ur</b> .	Point to 'ere'. <b>Say:</b> <i>This trigraph says ur.</i>
h <u>ere</u>	The trigraph 'ere' makes the sound <b>ear</b> .	Point to 'ere'. <b>Say:</b> <i>This trigraph says ear.</i>
l <u>ittle</u>	The digraph 'le' is not yet decodable.	Point to 'le'. <b>Say:</b> <i>This digraph says l.</i>
s <u>ays</u>	The digraph 'ay' makes the sound <b>e*</b> .	Point to 'ay'. <b>Say:</b> <i>This digraph says e.</i>
th <u>ere</u>	The trigraph 'ere' makes the sound <b>air</b> .	Point to 'ere'. <b>Say:</b> <i>This trigraph says air.</i>

Tricky word	Why it is tricky?	How to teach
<u>wh</u> en	The grapheme 'wh' is not yet decodable.	Point to 'wh'. <b>Say:</b> <i>This digraph says w.</i>
<u>wh</u> at	The grapheme 'wh' is not yet decodable. The grapheme 'a' makes the sound <b>o</b> .	Point to 'wh'. <b>Say:</b> <i>This digraph says w.</i> Point to 'a'. <b>Say:</b> <i>This grapheme says o.</i>
<u>o</u> ne	The grapheme 'o' makes the sounds <b>w-u</b> .	Point to 'o'. <b>Say:</b> <i>This grapheme says w-u.</i> Point to 'ne'. <b>Say:</b> <i>This digraph says n.</i>
<u>ou</u> t	The digraph 'ou' is not yet decodable.	Point to 'ou'. <b>Say:</b> <i>This digraph says ow.</i>
<u>to</u> day	The grapheme 'o' is an unstressed oo (as in 'food') that makes the schwa sound*. Also, the digraph 'ay' is also not yet decodable.	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i> Point to 'ay'. <b>Say:</b> <i>This digraph says ai.</i>

\*Pronunciation of these graphemes varies. Always teach according to children's regional pronunciation.

## Book set: Phase 5 Set 2

Tricky word	Why it is tricky?	How to teach
<u>thei</u> r	The trigraph 'eir' makes the sound <b>air</b> .	Point to 'eir'. <b>Say:</b> <i>This trigraph says air.</i>
<u>peo</u> ple	The word 'people' has two tricky parts: the digraph 'oe' makes the sound <b>ee</b> and the digraph 'le' makes the sound <b>l</b> .	Point to 'eo'. <b>Say:</b> <i>This digraph says ee.</i> Point to 'le'. <b>Say:</b> <i>This digraph says le.</i>
<u>oh</u>	The digraph 'oh' makes the sound <b>oa</b> .	Point to 'oh'. <b>Say:</b> <i>This digraph says oa.</i>
<u>you</u> r	The trigraph 'our' makes the sound <b>or</b> .	Point to 'our'. <b>Say:</b> <i>This trigraph says or.</i>
Mr <u>r</u>	The word 'Mr' is an abbreviation of the word 'mister'.	Point to 'Mr'. <b>Say:</b> <i>This tricky word says 'mister'.</i>
Mrs	The word 'Mrs' is an abbreviation of the word 'missus'.	Point to 'Mrs'. <b>Say:</b> <i>This tricky word says 'missus'.</i>
Ms	The word 'Ms' is a combination of 'Mrs' and 'miss'.	Point to 'Ms'. <b>Say:</b> <i>This tricky word says 'muz'.</i>
<u>ask</u> *	The grapheme 'a' makes the sound <b>ar</b> .	Point to 'a'. <b>Say:</b> <i>This grapheme says ar.</i>
<u>cou</u> ld	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book').	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
<u>wou</u> ld	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book').	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
<u>shou</u> ld	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book').	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>

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

Tricky word	Why it is tricky?	How to teach
<u>ou</u> r	The trigraph 'our' makes the sound <b>ow</b> followed by the schwa sound.	Point to 'our'. <b>Say:</b> <i>This trigraph says our.</i>
hou <u>se</u> *	The digraph 'se' makes the sound <b>s</b> .	Point to 'se'. <b>Say:</b> <i>This digraph says s.</i>
mo <u>u</u> se*	The digraph 'se' makes the sound <b>s</b> .	Point to 'se'. <b>Say:</b> <i>This digraph says s.</i>
<u>wa</u> ter	The grapheme 'a' makes the sound <b>or</b> . <i>This GPC is taught at the end of Phase 5.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says or.</i>
<u>wa</u> nt	The grapheme 'a' makes the sound <b>o</b> . <i>This GPC is taught at the end of Phase 5.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says o.</i>

\*If appropriate, you can teach 'se' /s/ as a variant of 'ce' /s/ when reading the words 'house' and 'mouse'.

## Book set: Phase 5 Set 3

Tricky word	Why it is tricky?	How to teach
<u>any</u>	The grapheme 'a' makes the sound <b>e</b> .	Point to 'a'. <b>Say:</b> <i>This grapheme says e.</i>
<u>many</u>	The grapheme 'a' makes the sound <b>e</b> .	Point to 'a'. <b>Say:</b> <i>This grapheme says e.</i>
<u>again</u> *	The digraph 'ai' makes the sound <b>e</b> .	Point to 'ai'. <b>Say:</b> <i>This digraph says e.</i>
<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').	Point to 'wh'. <b>Say:</b> <i>This digraph says h.</i> Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
<u>whole</u>	The digraph 'wh' makes the sound <b>h</b> .	Point to 'wh'. <b>Say:</b> <i>This digraph says h.</i>
<u>where</u>	The trigraph 'ere' makes the sound <b>air</b> .	Point to 'ere'. <b>Say:</b> <i>This trigraph says air.</i>
<u>two</u>	The grapheme 'wo' makes the sound oo (as in 'food').	Point to 'wo'. <b>Say:</b> <i>This digraph says oo.</i>
<u>school</u>	The digraph 'ch' makes the sound <b>c</b> .	Point to 'ch'. <b>Say:</b> <i>This digraph says c.</i>
<u>call</u>	The grapheme 'a' makes the sound <b>or</b> . <i>This GPC is taught at the end of Phase 5.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says or.</i>
<u>different</u> *	The digraph 'er' makes the sound <b>r</b> (with no schwa sound before it).	Point to 'er'. <b>Say:</b> <i>This digraph says r.</i>
<u>thought</u>	The grapheme 'ough' makes the sound <b>or</b> .	Point to 'ough'. <b>Say:</b> <i>This grapheme says or.</i>
<u>through</u>	The grapheme 'ough' makes the sound oo (as in 'food').	Point to 'ough'. <b>Say:</b> <i>This grapheme says oo.</i>
<u>friend</u>	The digraph 'ie' makes the sound <b>e</b> .	Point to 'ie'. <b>Say:</b> <i>This digraph says e.</i>
<u>work</u>	The digraph 'or' makes the sound <b>ur</b> .	Point to 'or'. <b>Say:</b> <i>This digraph says ur.</i>

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

**Book set: Phase 5 Set 4\***

Tricky word	Why it is tricky?	How to teach
<u>o</u> nce	The grapheme 'o' makes the sounds <b>w-u</b> .	Point to 'o'. <b>Say:</b> <i>This grapheme says w-u.</i>
l <u>au</u> gh	The word 'laugh' has two tricky parts: the digraph 'au' makes the sound <b>ar</b> or <b>a</b> (depending on regional pronunciation) and the digraph 'gh' makes the sound <b>f</b> .	Point to 'au'. <b>Say:</b> <i>This digraph says ar (or a).</i> Point to 'gh'. <b>Say:</b> <i>This digraph says f.</i>
bec <u>au</u> se	The digraph 'au' makes the sound <b>o</b> .	Point to 'au'. <b>Say:</b> <i>This digraph says o.</i>
<u>ey</u> e	The trigraph 'eye' makes the sound <b>igh</b> .	Point to 'eye'. <b>Say:</b> <i>This trigraph says igh.</i>

**Book set: Phase 5 Set 5\***

Tricky word	Why it is tricky?	How to teach
b <u>u</u> sy	The grapheme 'u' makes the sound <b>i</b> .	Point to 'u'. <b>Say:</b> <i>This grapheme says i.</i>
be <u>au</u> tiful	The trigraph 'eau' makes the sound <b>yoo</b> .	Point to 'eau'. <b>Say:</b> <i>This trigraph says yoo.</i>
pre <u>t</u> ty	The grapheme 'e' makes the sound <b>i</b> . (This is rare in the middle of a word.)	Point to 'e'. <b>Say:</b> <i>This grapheme says i.</i>
<u>h</u> our	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.	Point to 'h'. <b>Say:</b> <i>This grapheme is not pronounced.</i> Point to 'our'. <b>Say:</b> <i>This trigraph says our.</i>
mo <u>o</u> ve	The grapheme 'o' makes the sound <b>oo</b> (as in 'food').	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
impr <u>o</u> ve	The grapheme 'o' makes the sound <b>oo</b> (as in 'food').	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
par <u>a</u> nts	The grapheme 'a' makes the sound <b>air</b> .	Point to 'a'. <b>Say:</b> <i>This grapheme says air.</i>
sh <u>oe</u>	The digraph 'oe' makes the sound <b>oo</b> (as in 'food').	Point to 'oe'. <b>Say:</b> <i>This digraph says oo.</i>

\*Note that the Phase 5 Set 4 and 5 books contain a number of GPCs that are not taught in the SEND programme. Children reading these book sets will need additional support to read some words.