

# Welcome to our Tricky Words workshop



One chair is for you

One chair is reserved for  
your child



A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

Teach reading:  
change lives

Parent workshop: Phonics – Tricky Words



PIC•COLLAGE



# Phonics

## Progression in Reception

## Reception

<b>Autumn 1 Phase 2 graphemes</b>	<b>New tricky words</b>
s a t p i n m d g o c k c k e u r h b f l	is I the
<b>Autumn 2 Phase 2 graphemes</b>	<b>New tricky words</b>
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

### Spring 1 Phase 3 graphemes

- ai ee igh oa oo oo ar or ur ow oi ear air er
- words with double letters
  - longer words

### New tricky words

was you they my by all are sure pure

### Spring 2 Phase 3 graphemes

#### 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

### No new tricky words

Review all taught so far

Summer 1 Phase 4	New tricky words
<p>Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	<p>said so have like some come love do were here little says there when what one out today</p>
Summer 2 Phase 4 graphemes	No new tricky words
<p>Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>• longer words</li> </ul>	<p>Review all taught so far</p>

# The Early Years Curriculum

Literacy			
	Comprehension	Word Reading	Writing
4-5 years	<ul style="list-style-type: none"> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>

# The Early Years Curriculum

Literacy			
	Comprehension	Word Reading	Writing
<p><b>Early Learning Goals</b></p> <p><b>ARE by end of Reception</b></p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – where appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>





# Be Year 1 ready...

- Be confident with phases 2-4
- Be able to read words including digraphs/trigraphs from these phases
- Recognise tricky words taught from all phases
- Be able to write simple CVC and CVCC/CCVC words
- Read simple sentences using their phonic knowledge
- Most letters are correctly formed
- Be able to write a simple sentence

# Be Year 1 ready...

What do we mean by a simple sentence...

On saturday I  
Went to the  
metfordoam.

pleze doant  
BRAK the  
case

he put a gas  
sout on.  
sub space

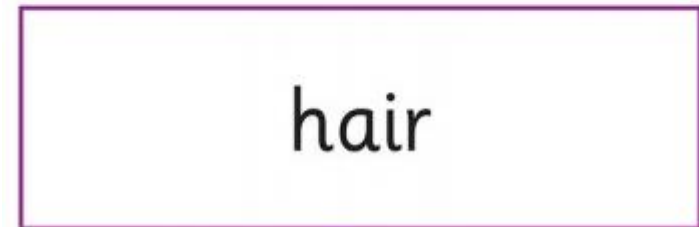
# Phonics Screening Check - Year One



- All children are assessed to see if they can **read** words including the sounds they are expected to know at the end of year 1.

Children will complete the screening check in June 2024

- The phonics screening check is made up of 'real words' and 'pseudo words'. Pseudo words are nonsense words.
- Children are given a mark out of 40. Previously, the pass mark was 32
- If your child does not achieve the pass mark, they will have another opportunity to complete the screening check in Year 2.





# Reading in Reception 101



# Blending to read words





‘Tricky words’ are words that cannot easily be decoded

This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.

Children will practise the tricky words in school until they can read them automatically. They will also practise reading the tricky words in the decodable books that they bring home.

# Tricky words



# Tricky words



Reception  
**Revisit and review**  
Tricky words



**Tricky words**



# Tricky words



Reception  
**Teach and practise**  
Read tricky words



**Read tricky words**



**Read a tricky word**

Phase 2 tricky word	Tricky part(s)	Why is it tricky?
is as has his	s	The 's' makes the sound <b>z</b> . <b>Learning so far:</b> For 's', your child has learned the sound <b>s</b> as in 'sat'. They will learn that 's' can make the sound <b>z</b> later in the Autumn term.
l	i	The 'i' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'i', your child has learned the sound <b>i</b> as in 'pin'.
the	th e	Your child has not yet learned the digraph 'th' or the schwa sound made by the 'e'.
put* pull full push	u	The 'u' makes the sound <b>oo</b> (as in 'book'). <b>Learning so far:</b> For 'u', your child has learned the sound <b>u</b> as in 'cup'.
and	nd	Your child has not yet learned how to blend together adjacent consonants.
her	er	Your child has not yet learned the digraph 'er'.
go no	o	The 'o' makes the sound <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
to into	o	The 'o' makes the sound <b>oo</b> (as in 'food') or the schwa sound, depending on context. <b>Learning so far:</b> For 'o', your child has learned the sound <b>o</b> as in 'dog'.
she he we me be	e	The 'e' makes the sound <b>ee</b> . <b>Learning so far:</b> For 'e', your child has learned the sound <b>e</b> as in 'egg'.
of	f	The 'f' makes the sound <b>v</b> . This is a rare spelling for this sound. <b>Learning so far:</b> Your child has learned the sound <b>f</b> as in 'fish'.

Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound <b>o</b> . <b>Learning so far:</b> For 'a', your our child has learned the sound <b>a</b> as in 'cat'.
you	ou	Your child has not yet learned the different sounds made by the digraph 'ou'. Here, it makes the sound oo (as in 'food').
they	ey	Your child has not yet learned the different sounds made by the digraph 'ey'. Here, it makes the sound <b>ai</b> .
my by	y	The 'y' makes the sound <b>igh</b> . <b>Learning so far:</b> For 'y', child has learned the sound <b>y</b> as in 'yap'.
all	a	The 'a' makes the sound <b>or</b> . <b>Learning so far:</b> For 'a', your our child has learned the sound <b>a</b> as in 'cat'.
are	whole word	This is a rare spelling of the sound <b>ar</b> .
sure	whole word	The 's' makes the sound <b>sh</b> . The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <b>These are rare spellings for these sounds.</b>
pure	ure	The 'ure' makes two sounds ( <b>yoo</b> plus the schwa sound). <b>This is a rare spelling for these sounds.</b>

Phase 4 tricky word	Tricky part(s)	Why is it tricky?
said	ai	The 'ai' makes the sound <b>e</b> . <i>This is a rare spelling for this sound.</i>
so	o	The 'o' makes the sound <b>oa</b> . <b>Learning so far:</b> For 'o', your child has learned the sound o as in 'top'.
have	ve	Your child has not yet learned the digraph 've', which makes the sound <b>v</b> .
like	i-e	Your child has not yet learned the split digraph 'i-e', which makes the sound <b>igh</b> .
some come love	o-e	Your child has not yet learned the digraph 'o-e'. Here, it makes the sound <b>u</b> .
do	o	The 'o' makes the sound oo (as in 'food'). <i>This is a rare spelling for this sound.</i>
were	ere	The trigraph 'ere' makes the sound <b>ur</b> . <i>This is a rare spelling for this sound.</i>
here	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound <b>ear</b> .
little	le	Your child has not yet learned the digraph 'le', which makes the sound <b>l</b> .
says	ay	The digraph 'ay' makes the sound <b>e</b> . <i>This is a rare spelling for this sound.</i>
there	ere	Your child has not yet learned the trigraph 'ere'. Here, it makes the sound <b>air</b> .
when	wh	Your child has not yet learned the digraph 'wh'. Here, it makes the sound <b>w</b> .
what	wh a	Your child has not yet learned the digraph 'wh'. Here, it makes the sound <b>w</b> . The grapheme 'a' makes the sound <b>o</b> . <b>Learning so far:</b> For 'a', your child has learned the sound a as in 'cat'.
one	whole word	The grapheme 'o' makes the sounds <b>w-u*</b> . The digraph 'ne' makes the sound <b>n</b> . <i>*This is a rare spelling.</i>
out	ou	Your child has not yet learned the different sounds made by the digraph 'ou'.
today	<u>today</u>	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. <i>*This is a rare spelling for this sound.</i>

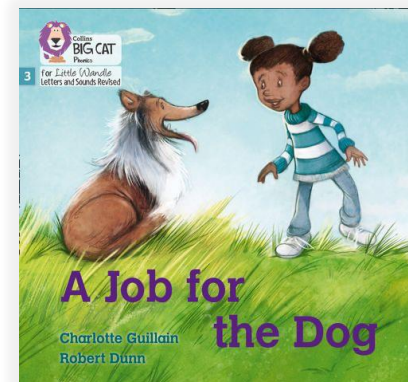
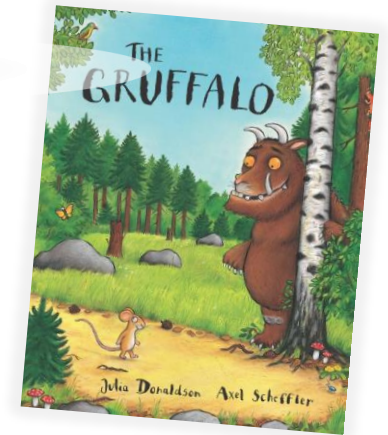


# Reading at home

# Reading at home



- Reading records will be collected in on a Monday and given back on a Wednesday.
- Log in to the e-library and share a book
- Sign your child's reading diary
- Share the Little Wandle home learning sheet with your child, to recap the sounds that we have been practising in school.
- Sign your child's reading diary when you have shared a story or listened to their reading.



# Reading books – to go home!



- Tomorrow, children in Reception will take home a paper-based, phonics book
- All children will need to have their reading diary in school, before we send home a book
- The Little Wandle book band colours are different to other schemes, so please do not be worried if you notice a particular colour band
- We have invested in a further 120 copies of the Little Wandle books and matched some of the reading books from the previous schemes. We have a very limited stock of books, so it is important that books are returned and looked after!
- Please return books on a Monday. You will receive a new book on a Wednesday!

# Logging on

- Go to <https://ebooks.collinsopenpage.com/>



Collins ebooks

Log In Register

Email Address or Username

Password

Log In

Trouble logging in?



You will then see this screen

Collins ebooks

Get the app: [Apple] [Google Play]

Library

Band/Phase: All Series: All Search books

6 book(s) are available

Set: All Sort By: Last Read

At the Beach

Pat it

Hush!

Read



When you are logged in, you will see this screen

Here you will see the books that are allocated to you.



The username is **ukfair1** and then your child's first name and surname with no spaces and all in lower-case.

Password: **Reading1**

- Choose a book and click 'read'

Back to Li

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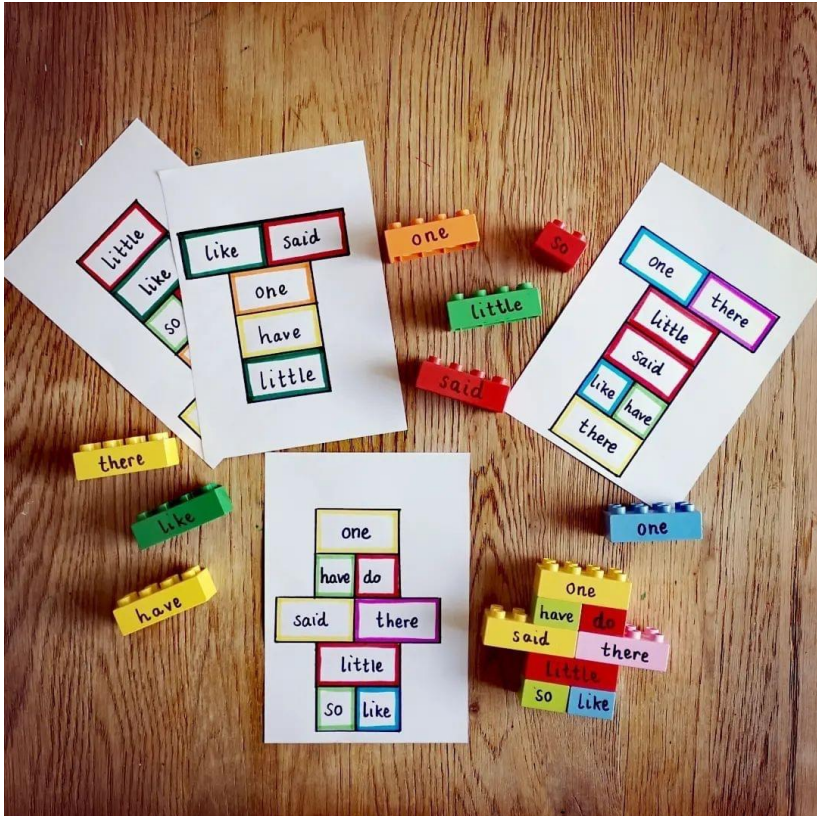
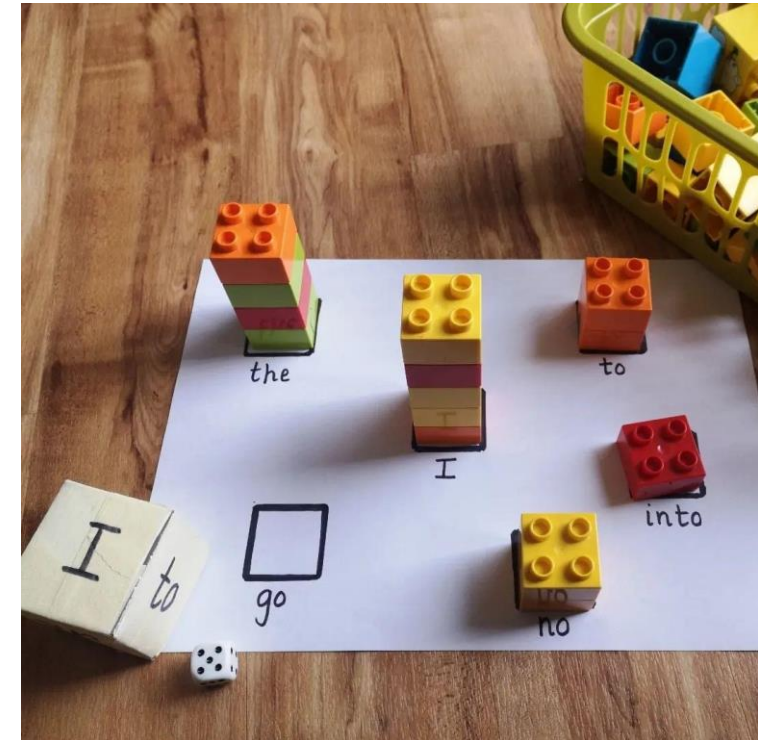
Look at the beach creatures in this scrapbook! Can you find them all in the book?

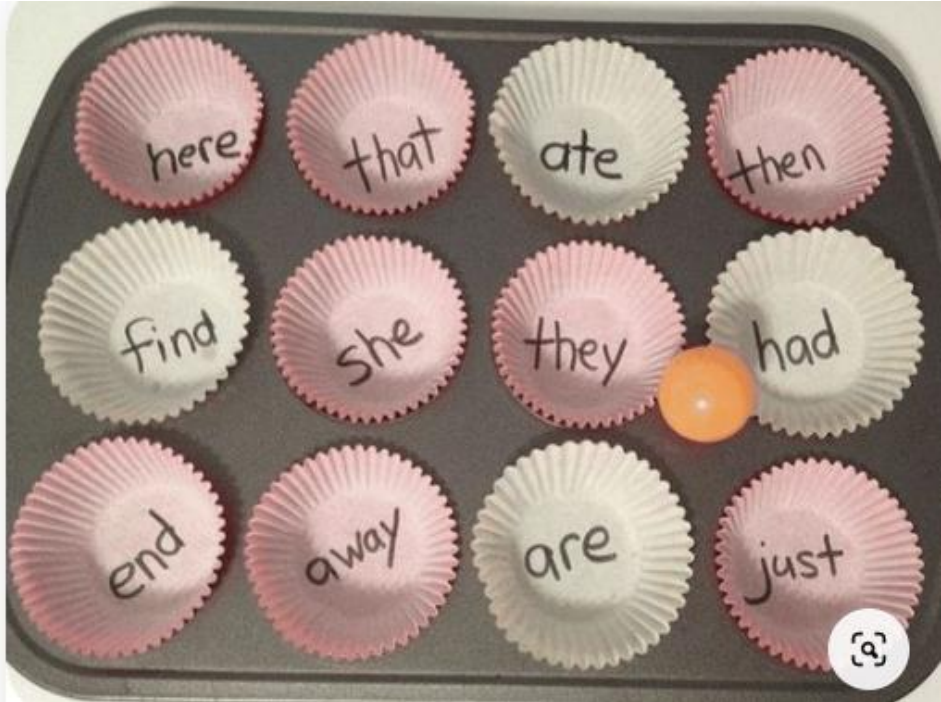
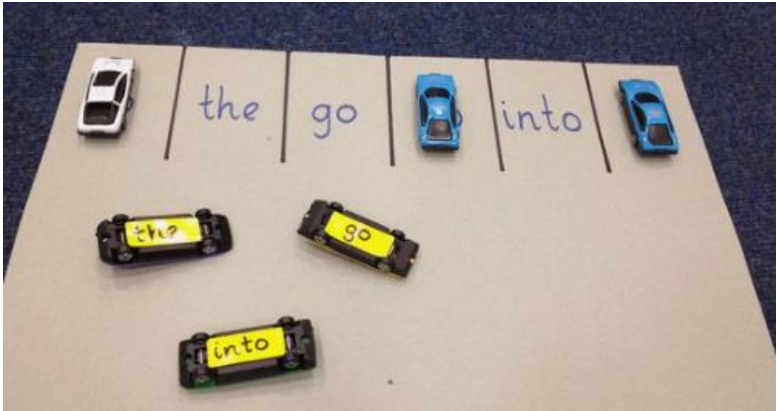
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# Activities and games to play at home to practise tricky words





# BINGO

## Rules for the Bingo Hall:

- Collect a bingo board and a pen (sorry no bingo dabbers today)
- You have 9 tricky words on your bingo card
- We will call out a tricky word
- Eyes down and encourage your child to cross off any tricky words that you have
- When you have them all crossed off – you need to shout BINGO!





**Thank you for joining us for the workshop and our Tricky Word  
Bingo!**

