

# 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 c k 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 <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

\*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 <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>• words with s /z/ in the middle</li> <li>• words with –s /s/ /z/ at the end</li> <li>• words with –es /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <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>	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 <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>	Review all taught so far

## Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 <b>Phase 5</b> /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

Use this document to ensure correct letter formation when you are teaching children to form 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.

# Little Wandle words

## Year 1

### A

about  
above  
acorn  
action  
actor  
adventure  
airport  
almond  
alphabet  
always  
amaze  
amazing  
animal  
annoy  
appear  
apple  
arch  
argue  
arrow  
astronaut  
athlete  
author  
awful

### B

badge  
badger  
baking  
ball  
balloon  
bar  
basic

beach  
bead  
bear  
beard  
bedroom  
beehive  
beetle  
before  
being  
belief  
belt  
bench  
better  
between  
bicycle  
bigger  
bird  
blew  
blind  
blink  
blossom  
blossoms  
blue  
board  
bodies  
boils  
bomb  
boot  
born  
both  
boulder  
boxer  
boy

branching  
bread  
break  
breakfast  
breeze  
bridge  
brief  
bright  
brighter  
bronze  
broom  
brother  
brown  
brownie  
bruise  
bubble  
bucket  
burst

### C

calf  
calm  
car  
cards  
care  
carpet  
carrot  
carry  
cartoon  
castle  
catch  
caterpillar  
caught

cautious  
celebrate  
chain  
chair  
chalk  
chance  
change  
chapter  
charge  
charming  
chasing  
checking  
cheek  
cheep  
cheer  
cheese  
chef  
chemist  
chest  
chew  
chicken  
child  
children  
chimp  
chimpanzee  
choice  
choose  
Christmas  
claw  
climb  
climbed  
climbing  
cloaks  
cloud  
clown  
clue  
coat

coat  
cobweb  
coil  
coins  
collar  
colour  
comb  
comic  
complete  
cool  
cornet  
cosmic  
craft  
crawl  
crayon  
creature  
creep  
cried  
crocodile  
crowd  
crowds  
crown  
crumb  
crystal  
cube  
curl  
cute

**D**  
dance  
danger  
dare  
dart  
daughter  
day  
deep  
deer

defy  
delay  
delicious  
destroy  
difficult  
dinosaur  
diving  
dodge  
dolphin  
done  
donkey  
door  
down  
drank  
draw  
driftwood  
drink  
drum  
dry

**E**  
each  
early  
earring  
earth  
eating  
echo  
eight  
electrician  
elephant  
emotion  
energy  
enjoy  
equal  
even  
explode  
explosion

**F**

face  
fail  
fair  
fairs  
farmer  
farmyard  
father  
fear  
fears  
feast  
feather  
feature  
feel  
feeling  
feet  
fence  
fetch  
fever  
few  
fiction  
field  
fight  
final  
find  
finding  
finger  
firefighter  
first  
fishes  
fizzes  
fizzy  
flag  
flavour  
flew  
flight  
float

floating  
floor  
flower  
fly  
follow  
food  
foot  
forest  
found  
four  
foxes  
freeze  
freshness  
fried  
fright  
frighten  
frog  
frost  
fruit  
fudge  
fuel  
funny  
future

**G**

game  
garden  
gem  
gentle  
giant  
gigantic  
ginger  
girl  
give  
giving  
glue  
gnash

gnashed  
gnaw  
gnawed  
gnawing  
goal  
goats  
goes  
gold  
grand  
great  
green  
grew  
grey  
groan  
groans  
group  
grow  
growl  
gym

**H**

hair  
hairly  
half  
hand  
happy  
hard  
head  
heap  
hear  
heard  
hold  
home  
honey  
hook  
horse  
howl

huge  
human

**I**  
ice  
index  
inside  
itched  
itchy

**J**  
jacket  
jaunt  
jaw  
join  
joy  
juice  
jumping

**K**  
key  
kind  
kitchen  
kitten  
knee  
knock  
knocked  
knocking  
know  
knowing

**L**  
label  
ladder  
lamb  
lamp  
large

later  
launch  
law  
learn  
least  
leave  
ledge  
letter  
lie  
light  
lightning  
links  
liquid  
listen  
live  
looking  
looks

**M**  
made  
magic  
magician  
magnet  
main  
make  
making  
manage  
mansion  
march  
market  
mask  
match  
may  
measure  
medal  
meerkat  
melt

metal  
mice  
midnight  
milk  
misses  
mission  
mixes  
model  
modern  
moist  
money  
monkey  
more  
morning  
most  
mother  
motion  
muscle  
music  
musical  
mystery  
myth

**N**  
nasty  
nature  
naughty  
near  
new  
nice  
night  
noise  
note  
nothing

**O**  
octopus

open  
out  
over

## **P**

paint  
painting  
palm  
panic  
panic  
paper  
parachute  
parrot  
passion  
patch  
paw  
pear  
pedal  
person  
petal  
phone  
photo  
picture  
pie  
plain  
play  
playful  
please  
pleasure  
plum  
plunge  
pocket  
poor  
popcorn  
portrait  
post  
pour

powder  
praise  
precious  
present  
prey  
princess  
prize  
proud  
pudding  
puddle  
pumpkin  
puppet  
purse  
puzzle  
pyramid  
queen

## **Q**

quicker

## **R**

rabbit  
reaching  
read  
ready  
rehearsal  
reply  
reptiles  
rescue  
right  
ripe  
river  
road  
roar  
rooftop  
root  
rubbish

rude  
rule

## **S**

sail  
sailor  
salt  
same  
saw  
say  
scare  
scared  
scent  
science  
scoop  
score  
scram  
scrap  
scrubs  
sea  
search  
searched  
second  
secret  
session  
shake  
shaking  
shampoo  
shape  
share  
shark  
sharp  
she  
sheep  
sheet  
shelf  
shield

shine  
shines  
shirt  
shock  
short  
shoulder  
show  
shower  
shriek  
shrieking  
shrill  
shrink  
shrubs  
sigh  
sighing  
sight  
sign  
signed  
signing  
silly  
sing  
singer  
sink  
skirt  
slamming  
slept  
slide  
slight  
small  
smear  
smearing  
smelly  
snack  
snake  
snarl  
sneer  
sneeze

snooze  
snore  
snort  
snow  
snowy  
soap  
social  
solve  
son  
sort  
sound  
soup  
space  
spark  
sparkle  
spear  
special  
sphinx  
spider  
spike  
splat  
spoil  
spoilt  
spoon  
sport  
spray  
spread  
springs  
spy  
square  
squash  
squawk  
squeeze  
squelch  
stain  
stair  
stamp

stand  
stare  
starfish  
starlight  
station  
stay  
steep  
steer  
stew  
stomach  
stone  
straight  
straw  
stray  
street  
string  
strip  
stripe  
stupid  
success  
successful  
sugar  
surf  
surfs  
swap  
swear  
sweeping

**T**  
tail  
tails  
take  
talk  
tall  
tantrum  
taught  
tear

tear  
tease  
teeth  
thankful  
these  
thicker  
think  
thinks  
third  
third  
thorn  
those  
thrash  
thread  
three  
threw  
throat  
thumb  
thump  
thunder  
tie  
tiger  
tight  
time  
toads  
toast  
toe  
took  
tooth  
torch  
total  
touch  
town  
toy  
trails  
train  
tray

treasure  
treat  
tree  
treetop  
tried  
triumph  
triumphant  
true  
trunk  
tube  
tuna

## **U**

unfair  
unicorn  
unit  
use  
usual

## **V**

valley  
value  
vanish  
velvet  
village  
vision  
visit

## **W**

waiter  
waiting  
walk  
walked  
wall  
wasp  
watch  
wear

week  
whale  
wheel  
whimper  
whine  
whisper  
whispering  
whistle  
white  
why  
wild  
windmill  
window  
winking  
winter  
wishing  
woe  
woke  
won  
wood  
word  
world  
worm  
worse  
worth  
wrapping  
wriggle  
wriggled  
wrinkle  
wrist  
write  
wrong

## **Y**

yawn  
year  
yellow

young  
youth

**Z**  
zoom  
zooming

## 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	<u>their</u>	The trigraph 'eir' makes the sound <b>air</b> . <i>This is a rare GPC.</i>	Point to 'eir'. <b>Say:</b> <i>This trigraph says air.</i>
Y1 Au2 wk1	<u>people</u>	The word 'people' has two tricky parts: the digraph 'eo' makes the sound <b>ee*</b> and the digraph 'le' is not yet decodable. <i>*This is a rare GPC.</i>	Point to 'eo'. <b>Say:</b> <i>This digraph says ee.</i> Point to 'le'. <b>Say:</b> <i>This digraph says l.</i>
Y1 Au2 wk1	<u>oh</u>	The digraph 'oh' makes the sound <b>oa</b> . <i>This is a rare GPC.</i>	Point to 'oh'. <b>Say:</b> <i>This digraph says oa.</i>
Y1 Au2 wk1	<u>your</u>	The trigraph 'our' makes the sound <b>or</b> and is not yet decodable.	Point to 'our'. <b>Say:</b> <i>This trigraph says or.</i>
Y1 Au2 wk2	<u>Mr</u>	The word 'Mr' is an abbreviation of the word 'mister'.	Point to 'Mr'. <b>Say:</b> <i>This tricky word says 'mister'.</i>
Y1 Au2 wk2	<u>Mrs</u>	The word 'Mrs' is an abbreviation of the word 'missus'.	Point to 'Mrs'. <b>Say:</b> <i>This tricky word says 'missus'.</i>
Y1 Au2 wk2	<u>Ms</u>	The word 'Ms' is a combination of 'Mrs' and 'miss'.	Point to 'Ms'. <b>Say:</b> <i>This tricky word says 'muz'.</i>
Y1 Au2 wk2	<u>ask*</u>	The grapheme 'a' makes the sound <b>ar</b> and is not yet decodable.	Point to 'a'. <b>Say:</b> <i>This grapheme says ar.</i>
Y1 Au2 wk3	<u>could</u>	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
Y1 Au2 wk3	<u>would</u>	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
Y1 Au2 wk3	<u>should</u>	The trigraph 'oul' makes the sound <b>oo</b> (as in 'book') and is not yet decodable.	Point to 'oul'. <b>Say:</b> <i>This trigraph says oo.</i>
Y1 Au2 wk3	<u>our</u>	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>
Y1 Au2 wk4	<u>house</u>	The digraph 'se' makes the sound <b>s</b> and is not yet decodable.	Point to 'se'. <b>Say:</b> <i>This digraph says s.</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 is it tricky?	How to teach
Y1 Au2 wk4	mouse	The digraph 'se' makes the sound <b>s</b> and is not yet decodable.	Point to 'se'. <b>Say:</b> <i>This digraph says s.</i>
Y1 Au2 wk4	water	The grapheme 'a' makes the sound <b>or</b> and is not yet decodable.	Point to 'a'. <b>Say:</b> <i>This grapheme says or.</i>
Y1 Au2 wk4	want	The grapheme 'a' makes the sound <b>o</b> and is not yet decodable.	Point to 'a'. <b>Say:</b> <i>This grapheme says o.</i>

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

I	Children are taught 'i' <b>igh</b> in <b>Autumn 2 week 2.</b>
go no so	Children are taught 'o' <b>oa</b> in <b>Autumn 2 week 2.</b>
she he we me be	Children are taught 'e' <b>ee</b> in <b>Autumn 2 week 2.</b>

out	Children are taught 'ou' <b>ow</b> in <b>Autumn 1 week 4.</b>
like	Children are taught 'i-e' <b>igh</b> in <b>Autumn 2 week 3.</b>

### Year 1 Spring 1

	Tricky word	Why is it tricky?	How to teach
Y1 Spr1 wk1	any	The grapheme 'a' makes the sound <b>e</b> . <i>This is a rare GPC.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says e.</i>
Y1 Spr1 wk1	many	The grapheme 'a' makes the sound <b>e</b> . <i>This is a rare GPC.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says e.</i>
Y1 Spr1 wk1	again*	The digraph 'ai' makes the sound <b>e</b> . <i>This is a rare GPC.</i>	Point to 'ai'. <b>Say:</b> <i>This digraph says e.</i>
Y1 Spr1 wk2	who	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'). <i>These are rare GPCs.</i>	Point to 'wh'. <b>Say:</b> <i>This digraph says h.</i> Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
Y1 Spr1 wk2	whole	The digraph 'wh' makes the sound <b>h</b> . <i>This is a rare GPC.</i>	Point to 'wh'. <b>Say:</b> <i>This digraph says h.</i>
Y1 Spr1 wk2	where	The trigraph 'ere' makes the sound <b>air</b> and is not yet decodable.	Point to 'ere'. <b>Say:</b> <i>This trigraph says air.</i>
Y1 Spr1 wk2	two	The grapheme 'wo' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'wo'. <b>Say:</b> <i>This digraph says oo.</i>
Y1 Spr1 wk3	school	The digraph 'ch' makes the sound <b>c</b> and is not yet decodable.	Point to 'ch'. <b>Say:</b> <i>This digraph says c.</i>
Y1 Spr1 wk3	call	The grapheme 'a' makes the sound <b>or</b> and is not yet decodable.	Point to 'a'. <b>Say:</b> <i>This grapheme says or.</i>
Y1 Spr1 wk3	different*	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>
Y1 Spr1 wk4	thought	The grapheme 'ough' makes the sound <b>or</b> . <i>This is a rare GPC.</i>	Point to 'ough'. <b>Say:</b> <i>This grapheme says or.</i>

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	<u>throu</u> gh	The grapheme 'ough' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'ough'. <b>Say:</b> <i>This grapheme says oo.</i>
Y1 Spr1 wk4	frie <u>nd</u>	The digraph 'ie' makes the sound e. <i>This is a rare GPC.</i>	Point to 'ie'. <b>Say:</b> <i>This digraph says e.</i>
Y1 Spr1 wk4	wo <u>rk</u>	The digraph 'or' makes the sound ur. <i>This is a rare GPC.</i>	Point to 'or'. <b>Say:</b> <i>This digraph says ur.</i>

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

my by	Children are taught 'y' igh in <b>Spring 1 week 2.</b>
when	Children are taught 'wh' w in <b>Spring 1 week 1.</b>
have	Children are taught 've' v in <b>Spring 1 week 3.</b>
some	Children are taught 'o-e' u in <b>Spring 1 week 4.</b>
house mouse	Children are taught 'se' s in <b>Spring 1 week 4.</b>

### Year 1 Spring 2

	Tricky word	Why is it tricky?	How to teach
Y1 Spr1 wk1	<u>onc</u> e	The grapheme 'o' makes the sounds w-u. <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says wu.</i>
Y1 Spr1 wk1	<u>laugh</u>	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. <i>*This is a rare GPC.</i>	Point to 'au'. <b>Say:</b> <i>This digraph says ar or This digraph says a.</i> Point to 'gh'. <b>Say:</b> <i>This digraph says f.</i>
Y1 Spr1 wk2	bec <u>au</u> se	The digraph 'au' makes the sound o. <i>This is a rare GPC.</i>	Point to 'au'. <b>Say:</b> <i>This digraph says o.</i>
Y1 Spr1 wk2	<u>eye</u>	The trigraph 'eye' makes the sound igh. <i>This is a rare GPC.</i>	Point to 'eye'. <b>Say:</b> <i>This trigraph says igh.</i>

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

put pull full push	Children are taught 'u' oo in <b>Spring 2 week 1.</b>
was	Children are taught 'a' o in <b>Spring 2 week 3.</b>
all	Children are taught 'a' or in <b>Spring 2 week 3.</b>
what	Children are taught 'a' o in <b>Spring 2 week 3.</b> (They are taught 'wh' w in Spring 1 week 1.)
there	Children are taught 'ere' air in <b>Spring 2 week 3.</b>

water call	Children are taught 'a' or in <b>Spring 2 week 3</b> .
want	Children are taught 'a' o in <b>Spring 2 week 3</b> .
where	Children are taught 'ere' air in <b>Spring 2 week 3</b> .
school	Children are taught 'ch' c in <b>Spring 2 week 5</b> .
different	Children are taught the schwa in longer words in <b>Spring 2 week 3</b> .
work	Children are taught 'or' ur in <b>Spring 2 week 1</b> .

## 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	<u>b</u> usy	The grapheme 'u' makes the sound <b>i</b> .	Point to 'u'. <b>Say:</b> <i>This grapheme says i.</i>
Y1 Su2 wk1	<u>bea</u> tiful	The trigraph 'eau' makes the sound <b>yoo</b> . <i>This is a rare GPC.</i>	Point to 'eau'. <b>Say:</b> <i>This trigraph says yoo.</i>
Y1 Su2 wk1	pre <u>t</u> ty	The grapheme 'e' makes the sound <b>i</b> . <i>This is a rare GPC in the middle of a word.</i>	Point to 'e'. <b>Say:</b> <i>This grapheme says i.</i>
Y1 Su2 wk1	<u>hou</u> r	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>
Y1 Su2 wk2	<u>mov</u> e	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
Y1 Su2 wk2	im <u>pr</u> ove	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
Y1 Su2 wk2	<u>par</u> ents	The grapheme 'a' makes the sound <b>air</b> . <i>This is a rare GPC.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says air.</i>
Y1 Su2 wk2	sh <u>oe</u>	The digraph 'oe' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'oe'. <b>Say:</b> <i>This digraph says oo.</i>

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

they	Children are taught 'ey' ai in <b>Summer 2 week 1</b> .
here	Children are taught 'ere' ear in <b>Summer 2 week 1</b> .
your	Children are taught 'our' or in <b>Summer 2 week 4</b> .

## 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	<u>sai</u> d	The digraph 'ai' makes the sound <b>e</b> . <i>This is a rare GPC.</i>	Point to 'ai'. <b>Say:</b> <i>This digraph says e.</i>
R Su1 wk2	<u>do</u>	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
R Su1 wk3	<u>were</u>	The trigraph 'ere' makes the sound <b>ur</b> . <i>This is a rare GPC.</i>	Point to 'ere'. <b>Say:</b> <i>This trigraph says ur.</i>

	Tricky word	Why is it tricky?	How to teach
R Su1 wk3	<u>s</u> ays	The digraph 'ay' makes the sound <b>e</b> . <i>This is a rare GPC.</i>	Point to 'ay'. <b>Say:</b> <i>This digraph says e.</i>
R Su1 wk4	<u>o</u> ne	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds <b>w-u</b> and the digraph 'ne' makes the sound <b>n</b> . <i>These are rare GPCs.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says wu.</i> Point to 'ne'. <b>Say:</b> <i>This digraph says n.</i>
R Su1 wk5	<u>o</u> day	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>

## 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	<u>a</u> re	The trigraph 'are' makes the sound <b>ar</b> . <i>This is a rare GPC.</i>	Point to 'are'. <b>Say:</b> <i>This trigraph says ar.</i>
R Spr1 wk4	<u>s</u> ure	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> . <i>These are rare GPCs. Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.</i>	Point to 's'. <b>Say:</b> <i>This grapheme says sh.</i> Point to 'ure'. <b>Say:</b> <i>This trigraph says or.</i>
R Spr1 wk4	<u>u</u> re	The trigraph 'ure' makes the sounds <b>y-or</b> . <i>This is a rare GPC. Pronunciation varies. Always teach according to children's regional pronunciation.</i>	Point to 'ure'. <b>Say:</b> <i>This trigraph says yor.</i>

## 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	<u>e</u>	The grapheme 'e' makes the schwa sound ' <b>uh</b> '. <i>The schwa sound is very common but is rarely represented by the grapheme 'e' at the end of a word.</i>	Point to 'e'. <b>Say:</b> <i>This grapheme says uh.</i>
R Au2 wk3	<u>o</u>	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
R Au2 wk3	<u>o</u> nto	The grapheme 'o' makes the sound oo (as in 'food') or the schwa sound. <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
R Au2 wk4	<u>f</u>	The grapheme 'f' makes the sound <b>v</b> . <i>This is a rare GPC.</i>	Point to 'f'. <b>Say:</b> <i>This grapheme says v.</i>

# Little Wandle tricky words

## Year 1

### Taught in Phase 2

be  
full  
go  
he  
I  
**into**  
me  
no  
**of**  
pull  
push  
put  
she  
**the**  
**to**  
we

### Taught in Phase 3

all  
**are**  
by  
my  
**pure**  
**sure**  
they  
was  
you

### Taught in Phase 4

come  
**do**  
have  
here  
like  
little  
love  
**one**  
out  
said  
**says**  
so  
some  
there  
**today**  
**were**  
what  
when

**Note:** Some of the tricky words become decodable as children learn more GPCs. Refer to the 'Support for tricky words' documents for information. Words that remain tricky at the end of the Little Wandle programme are shown in **bold** above.

## Taught in Phase 5

again

any

ask

beautiful

because

busy

call

could

different

eye

friend

hour

house

improve

laugh

many

mouse

move

Mr

Mrs

Ms

oh

once

our

parents

people

pretty

school

shoe

should

their

thought

through

two

want

water

where

who

whole

work


would

your

**Note:** Some of the tricky words become decodable as children learn more GPCs. Refer to the 'Support for tricky words' documents for information. Words that remain tricky at the end of the Little Wandle programme are shown in **bold** above.















# Grow the code grapheme mat

# Phase 2, 3 and 5






















 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

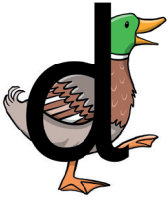
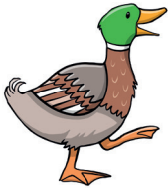







# Grow the code grapheme mat

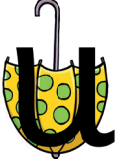
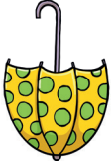









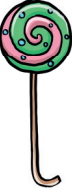
# Phase 2, 3 and 5

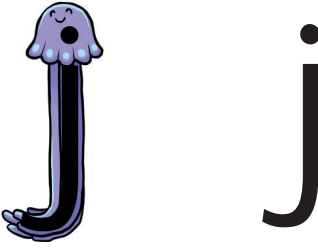
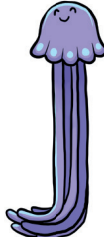










 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	  ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	




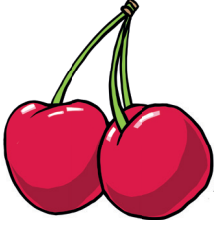

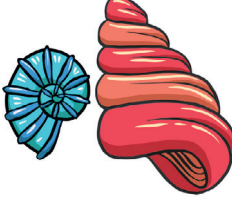






\*depending on regional accent

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>snake</p>	<p>Show your teeth and and let the <b>s</b> hiss out <b>sssss sssss</b></p>	<p>Down the snake from head to tail.</p>
 	 <p>astronaut</p>	<p>Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b></p>	<p>Around the astronaut's helmet and down into space.</p>
 	 <p>tiger</p>	<p>Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b></p>	<p>Down the tiger and across its neck.</p>
 	 <p>penguin</p>	<p>Bring your lips together, push them open and say <b>p p p</b></p>	<p>Down the penguin's back, up and around its head.</p>
 	 <p>iguana</p>	<p>Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>i i i</b></p>	<p>Down the iguana and dot the leaf.</p>
 	 <p>net</p>	<p>Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b></p>	<p>Down, up and over the net.</p>
 	 <p>mouse</p>	<p>Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b></p>	<p>Down, up and over the mouse's ears.</p>




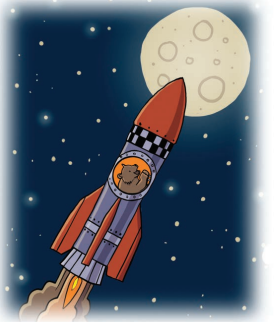




Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span style="font-size: 2em; vertical-align: middle;">d</span>	 <p style="text-align: center;">duck</p>	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 <span style="font-size: 2em; vertical-align: middle;">g</span>	 <p style="text-align: center;">goat</p>	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>	Round the goat's face and curl under its chin.
 <span style="font-size: 2em; vertical-align: middle;">o</span>	 <p style="text-align: center;">octopus</p>	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 <span style="font-size: 2em; vertical-align: middle;">c</span>	 <p style="text-align: center;">cat</p>	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 <span style="font-size: 2em; vertical-align: middle;">k</span>	 <p style="text-align: center;">kite</p>	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up to the top corner and down to the bottom corner.
 <span style="font-size: 2em; vertical-align: middle;">ck</span>	 <p style="text-align: center;">sock</p>	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>ck ck ck</b>	c Curl around the heel of the sock. k Down the sock, up and back down to the toe.  <b>Catchphrase:</b> Rock that sock!
 <span style="font-size: 2em; vertical-align: middle;">e</span>	 <p style="text-align: center;">elephant</p>	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and curl down its trunk.


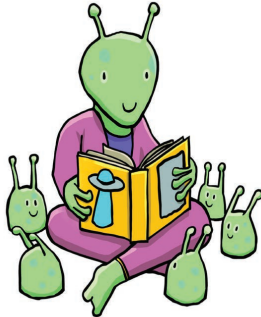


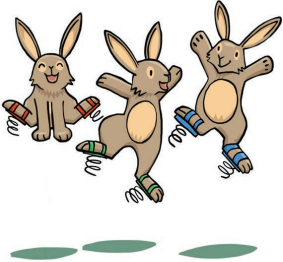
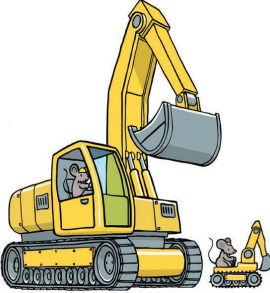
Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span data-bbox="376 264 475 376">u</span>	 <p data-bbox="608 409 695 432">umbrella</p>	<p data-bbox="767 208 1078 230">Open your mouth wide and say</p> <p data-bbox="767 237 826 259"><b>u u u</b></p>	<p data-bbox="1137 208 1453 264">Down and around the umbrella, and back to the ground.</p>
 <span data-bbox="392 528 456 640">r</span>	 <p data-bbox="608 651 695 674">rainbow</p>	<p data-bbox="767 472 1078 495">Show me your teeth to make a</p> <p data-bbox="767 501 991 524"><b>rrrrr</b> sound <b>rrrrr rrrrr</b></p>	<p data-bbox="1137 472 1469 528">From the cloud to the ground and over the rainbow.</p>
 <span data-bbox="376 741 475 902">h</span>	 <p data-bbox="600 936 703 958">helicopter</p>	<p data-bbox="767 736 1110 759">Open your mouth and breathe out</p> <p data-bbox="767 766 903 788">sharply <b>h h h</b></p>	<p data-bbox="1137 736 1469 759">Down, up and over the helicopter.</p>
 <span data-bbox="376 1005 475 1167">b</span>	 <p data-bbox="632 1200 671 1223">bear</p>	<p data-bbox="767 1001 1110 1023">Put your lips together and say <b>b</b> as</p> <p data-bbox="767 1030 975 1052">you open them <b>b b b</b></p>	<p data-bbox="1137 1001 1430 1057">Down the bear's back, up and round its tummy.</p>
 <span data-bbox="368 1290 456 1514">f</span>	 <p data-bbox="608 1514 695 1536">flamingo</p>	<p data-bbox="767 1265 1110 1321">Open your lips a little; put your</p> <p data-bbox="767 1328 1110 1384">teeth on your bottom lip and push the air out to make the sound <b>fffff</b></p> <p data-bbox="767 1391 807 1413"><b>fffff</b></p>	<p data-bbox="1137 1265 1469 1321">Down the flamingo to its foot and across its wings.</p>
 <span data-bbox="408 1592 448 1760">l</span>	 <p data-bbox="616 1771 687 1794">lollipop</p>	<p data-bbox="767 1570 1110 1626">Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>lllll</b></p> <p data-bbox="767 1632 903 1655"><b>lllll</b></p>	<p data-bbox="1137 1570 1366 1592">Down the lollipop stick.</p>

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	Down the jellyfish and dot its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing <b>vvvvv vvvvv</b>	Down to the bottom of the volcano and back up to the top.
	 wave	Pucker your lips and keep them small as you say <b>w w w w</b>	Down and up and down and up the waves.
	 box	Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	From the top, across the box to the bottom. From the top again across the box to the bottom.
	 yo-yo	Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>yyy</b>	Down, around the yo-yo and curl round the string.
	 zebra	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	Across the top of the zebra's head, zig-zag down its neck and along.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase / Catchphrase
 <span data-bbox="392 286 608 461">qu qu</span>	 <p data-bbox="727 450 791 472">queen</p>	<p data-bbox="898 230 1134 315">Pucker your mouth, then open it as you say <b>qu qu qu</b></p>	<p data-bbox="1201 230 1489 315">q Round the queen's face, down her robe and a flick at the end.</p> <p data-bbox="1201 342 1441 376">qu Quick, it's the queen!</p>
 <span data-bbox="400 510 600 674">ch ch</span>	 <p data-bbox="719 734 794 757">cherries</p>	<p data-bbox="898 495 1174 580">Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b></p>	<p data-bbox="1201 495 1417 551">ch Chew the cherries, children.</p>
 <span data-bbox="400 786 600 954">sh sh</span>	 <p data-bbox="727 1003 783 1025">shells</p>	<p data-bbox="898 779 1174 864">Pucker your lips and show your teeth; push the air out <b>shshshshsh shshshshsh</b></p>	<p data-bbox="1201 779 1393 801">sh Share the shells.</p>
 <span data-bbox="400 1043 600 1211">th th</span>	 <p data-bbox="727 1256 791 1279">thumb</p>	<p data-bbox="898 1043 1174 1128"><b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' <b>th th th</b></p> <p data-bbox="898 1133 1174 1218"><b>Unvoiced:</b> Tongue on your teeth; push the air out <b>th th th</b></p>	<p data-bbox="1201 1043 1477 1099">th Thumbs up, we're having fun.</p>
 <span data-bbox="392 1357 600 1536">ng ng</span>	 <p data-bbox="735 1514 775 1536">ring</p>	<p data-bbox="898 1308 1174 1424">Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b></p>	<p data-bbox="1201 1308 1390 1330">ng Bling on a ring.</p>
 <span data-bbox="121 1581 600 1749">nk nk</span>	 <p data-bbox="695 1794 815 1816">pink panda</p>	<p data-bbox="898 1572 1174 1688">Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b></p>	<p data-bbox="1201 1572 1406 1594">nk I think I am pink.</p>

# How to say the Phase 3 sounds










Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say <b>ai ai ai</b>	oo	 hook a book	Pucker your lips and keep them small as you say <b>oo oo oo</b>
ee	 sheep in a jeep	Smile with your lips apart and say <b>ee ee ee</b>	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b>
igh	 a light in the night	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ar	 march in the dark	Open your mouth wide, push your tongue down and say <b>ar ar ar</b>
oa	 soap that goat	Make an 'o' with your mouth and say <b>oa oa oa</b>	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say <b>or or or</b>






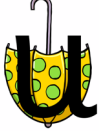
Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 <p>curl the fur</p>	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>	ear	 <p>get near to hear</p>	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>
ow	 <p>wow owl</p>	Open your mouth wide then move your lips together as you say <b>ow ow ow</b>	air	 <p>chair in the air</p>	Open your mouth wide, push your tongue down as you say <b>air air air</b>
oi	 <p>boing boing</p>	Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b>	er	 <p>a bigger digger</p>	Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b>

# How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.


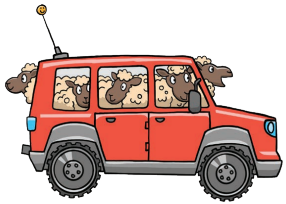


## Sounds introduced in Phase 2

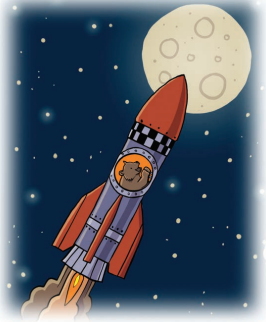


Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>	<b>c se ce st sc</b>
	Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	<b>kn gn</b>
	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	<b>mb</b>
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	<b>ch</b>
	Show me your teeth to make a <b>rrrr</b> sound <b>rrrrr</b>	<b>wr</b>
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff fffff</b>	<b>ph</b>
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>llll llll</b>	<b>le al</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>jjj</b>	<b>g dge ge</b>
	Put your teeth against your bottom lip and make a buzzing sound <b>vvvv vvvv</b>	<b>ve</b>

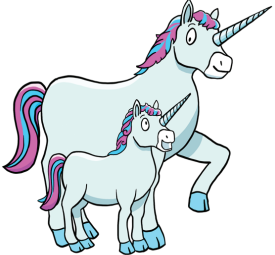


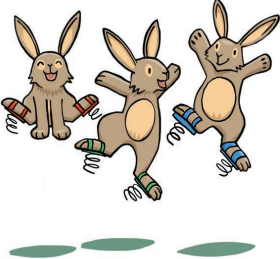
Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Pucker your lips and keep them small as you say <b>w w w</b>	<b>wh</b>
	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	<b>se ze</b>
	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	<b>tch ture*</b>
	Show me your teeth and push the air out <b>shshshshshsh</b>	<b>ch ti ssi si ci</b>
	Open your mouth wide and say <b>e e e</b>	<b>ea</b>
	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>	<b>y</b>
	Make your mouth into a round shape and say <b>o o o</b>	<b>a</b>
	Open your mouth wide and say <b>u u u</b>	<b>o-e o ou</b>

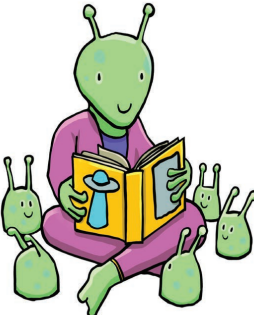

\*Note that the pronunciation of 'ture' has a slight schwa sound at the end.

## Sounds introduced in Phase 3

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ai	 <p>tail in the rain</p>	Open your mouth wide and say <b>ai ai ai</b>	ay a a-e eigh aigh ey ea
ee	 <p>sheep in a jeep</p>	Smile with your lips apart and say <b>ee ee ee</b>	ea e e-e ie y ey
igh	 <p>a light in the night</p>	Open your mouth in a relaxed way and say <b>igh igh igh</b>	ie i i-e y
oa	 <p>soap that goat</p>	Make an 'o' with your mouth and say <b>oa oa oa</b>	o o-e ou oe ow

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
oo	 <p>zoom to the moon</p>	<p>Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b></p>	<p><b>ue</b> <b>u-e</b> <b>ew</b> <b>ou</b> <b>ui</b></p>
yoo		<p>Pucker your lips and keep them small as you say <b>yoo yoo yoo</b></p>	<p><b>ue</b> <b>u</b> <b>u-e</b> <b>ew</b></p>
oo	 <p>hook a book</p>	<p>Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say <b>oo oo oo</b></p>	<p><b>u*</b> <b>oul</b></p>
ar	 <p>march in the dark</p>	<p>Open your mouth wide, push your tongue down and say <b>ar ar</b></p>	<p><b>a*</b> <b>al*</b></p>

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
or	 <p>born with a horn</p>	<p>Make an 'o' with your mouth, push your tongue down and say <b>or or or</b></p>	<p><b>aw</b> <b>au</b> <b>aur</b> <b>oor</b> <b>al</b> <b>a</b> <b>oar</b> <b>ore</b></p>
ur	 <p>curl the fur</p>	<p>Open your mouth in a relaxed way, push your tongue down and say <b>ur ur ur</b></p>	<p><b>er</b> <b>ir</b> <b>or</b></p>
ow	 <p>wow owl</p>	<p>Open your mouth wide then move your lips together as you say <b>ow ow ow</b></p>	<p><b>ou</b></p>
oi	 <p>boing boing</p>	<p>Make an 'o' with your mouth then move your lips out as you say <b>oi oi oi</b></p>	<p><b>oy</b></p>

Grapheme	Catchphrase	Pronunciation phrase	Phase 5 Graphemes
ear	 <p>get near to hear</p>	Smile with your lips apart, push your tongue to your teeth as you say <b>ear ear ear</b>	<b>ere</b> <b>ear</b>
air	 <p>chair in the air</p>	Open your mouth wide, push your tongue down as you say <b>air air air</b>	<b>are</b> <b>ere</b> <b>ear</b>
zh		Pucker your lips and show your teeth; push the air over your tongue as you say <b>zh zh</b>	<b>su</b> <b>si</b>

\*depending on regional accent