

This resource is designed to support children learning **Red Words**, which appear as a growing list in our programme. Each week, your child will learn to read a few new Red Words printed inside the front cover of each book. These are technically known as '**Common Exception Words**' which are frequently used words that don't follow regular phonics rules and can't be easily sounded out. Although these words are spelled in unusual ways, we encourage children to use their phonics knowledge to decode or read the regular parts and to remember the 'tricky' grapheme with support.

To help with this, we use a strategy called '**Say, Spell, Say**' for Red words. You can find more information, helpful tips, and a list of Red Words as they appear in our teaching sequence below.

Here is an example of how **Say, Spell, Say** for the word '**she**' is taught in school. Ask your child/ren to help you identify the 'tricky grapheme' in the word. Support them to read the parts of the word that are decodable and explain the 'tricky' part. Then spell the word out loud while clapping once for each letter before saying the whole word again (e.g. 'she' – 's' [clap], 'h' [clap], 'e' [clap], 'she'). If you need help with letter names, you can use our fun [Alphabet Chant](#) to learn them.

Your child/ren will learn these words term by term through the programme. They are tricky to learn, so practising the words they are working on for a couple of minutes each day will help. This resource will support you as you work with your children day by day, week by week. There is no pressure to learn the words for the full year in one go; little and often is best.

When learning phonics your child/ren will use these terms:

Phoneme: The smallest unit of sound in a word is called a phoneme. If you say the word 'cat' slowly, you can hear 3 phonemes or sounds: /c/ /a/ /t/.

Grapheme: A phoneme written down is called a grapheme. For example, the letter (grapheme) 'a' represents the sound (phoneme) /a/. The word 'cat' has three graphemes: the letters 'c' 'a' 't'. A grapheme may have 1, 2 or 3 letters to make one sound, this is explained below. Some graphemes represent more than one phoneme. For example, 'oo' has two different phonemes (sounds) as in 'book' and 'zoo'.

Digraph: If a grapheme has 2 letters to make 1 sound, it is called a 'digraph'. For example: 'shut' has 3 phonemes or sounds: /sh/ /u/ t/. Although there are 4 letters in the word 'shut', we say there are 3 graphemes because the letters that make /sh/ go together to make one sound. This is a digraph. The graphemes are 'sh' 'u' 't'. Once your child has learned all the single sounds (the alphabet letters), then they will begin to learn digraphs.

Split Digraph: Split digraphs are digraphs where the grapheme is split up by a consonant. For example: 'bake' has 3 phonemes or sounds 'b' 'a_e' 'k'. When your child reads or writes the 'a_e' digraph, it is split because there is a 'k' between the 'a' and the 'e'. Some other split digraphs are: 'i_e', 'o_e', e-e and 'u_e'. They make one sound (phoneme) but are split when written.

Trigraph: If a grapheme has 3 letters, it is called a trigraph. For example: 'light' has 3 phonemes or sounds /l/ /igh/ /t/. /igh/ is a trigraph.

Grapheme– Phoneme Correspondence (GPC): The relationship of the phoneme and the grapheme that represents it and vice versa. To see the grapheme 'sh' and know the sound that it will make. Or, to hear the sound /sh/ and know how to write the corresponding grapheme.

You can find out more about the Programme on our: <https://fft.org.uk/phonics/>

Green words
Practises ir, wh

birds	chirping	whistling
when	bird	whizzing
whirling	which	hummingbird
blackbird	hummingbirds	

Red words

Previous red words

should	great
--------	-------

New red words

any	who
many	could

Reception Overview of Year

Week	Focus GPCs	Phonic Step / Reader	Red Words Tricky Part Underlined	Summary of Tricky Part of Red Word - Common Exception Words ** Common Exception Words marked with an asterisk* may/not be Tricky Words according to regional accent.
Reception Term 1				
1				There are no Common Exception/Red Words until Reader 4.
2				
3	s a t p	1i - 4i		
4	i n m d	5i - 8i		
5	g o c k	1		
6	ck e u r	2		
7	Consolidation Week	3		
8	h b f ff	4	<u>the</u> !	Both the 'th' & 'e' are tricky as the digraph th and the sound made by the e has not been taught yet, but it is a very common word. I makes the sound 'igh' but so far only i as in sit has been taught.
9	l l ss	5	<u>he</u> <u>she</u> <u>is</u>	In the words he and she the 'e' makes the sound ee , but so far, your child/ren will only know e as in elephant , the 'sh' is also tricky at this point. The 's' makes the sound z but so far 's' as in sip has been taught.
10	j v w	6	<u>to</u> <u>go</u> <u>of</u> <u>as</u>	The 'o' makes the sound oo as in food , this will be taught later in the year. The 'o' makes the sound oa , but so far children only know o , as in log . Of is a very common word, but the 'f' makes the sound v . This doesn't happen often, so far, your child/ren only know f as in fan . As contains the 'z' sound but your child/ren only know s as in sit .
11	x y z	7	<u>we</u> <u>are</u> <u>you</u> <u>into</u>	The 'e' makes the sound ee , but so far, your child/ren will only know e as in elephant . are – the whole word is tricky. So far your child/ren know 'y' as in yoyo , but the ou is tricky, and they do not know that is oo as in food . In the word 'into', the 'o' makes the sound oo as in food .
12	Consolidation Week	8	Practise reading Red Words covered so far	
Reception Term 2				
13	zz qu ch	9	<u>be</u> <u>me</u> <u>his</u>	The 'o' makes the sound oa but so far your child/ren only know o , as in log . Your child/ren do not know it as 'z' they only know it as s .
14	sh th ng	10	<u>no</u> <u>so</u>	The 'o' makes the sound oa but so far your child/ren only know o , as in log . Your child/ren do not know it as 'z' they only know it as s .

			has	
15	Consolidation Week	11	Practise reading Red Words covered so far	
16	Consolidation Week	12	Practise reading Red Words covered so far	
17	ai (train) (+ blend nk)	13	do her	The 'o' makes the sound oo as in food; this will be taught later. Your child/ren do not know the digraph 'er' yet.
18	ee (tree)	14	my by	In these words, only know 'y' as in yet has been taught.
19	igh (light)	15	ask* our	Depending on regional pronunciation, the 'a' in ask may or may not be tricky. Our is not a common spelling, and the children don't know the ow sound.
20	oa (goat)	16	says they	Says is a rare word where the digraph 'ay' makes the sound e. Your child/ren have not learned the different phonemes made by the digraph 'ey'. Here, it makes the sound ai.
21	oo (zoo)	17	said was	The 'ai' makes the sound e which is not common at all. The 'a' is the sound o they only know learned the sound a as in pat, and the 's' is still tricky as in z.
22	oo (book)	18	were put all	Your child/ren do not know the trigraph 'ere' makes the sound ur. The 'u' makes the sound oo as in look. Your child/ren at this point only know that 'a' as in at but here the 'a' makes the sound or.
23	ar (car)	19	there like	The trigraph 'ere' it makes the sound air in this word. Children learn the split digraph 'i-e' later in the programme.
24	Consolidation Week	20	Practise reading Red Words covered so far	
Reception Term 3				
25	or (corn) (/or/ ore; /s/ se)	21	here where	The trigraph 'ere' in the word here makes the sound ear. The digraph 'wh' is tricky as the 'h' is silent, and the trigraph 'ere' in the word here makes the sound air.
26	ur (purple)	22	today when what	The 'o' is tricky as it is oo as in food and the digraph 'ay' is taught later. The digraph 'wh' is tricky as the 'h' is silent and the 'a' sounds like o.

27	ow (cow) (/d/ ed; /t/ ed)	23	<u>come</u> <u>some</u>	In these words, the 'o' is short and the 'e' does not change the vowel sound of the preceding letter.
28	oi (boil) (/z/ ze se)	24	<u>push</u> <u>pull</u>	In some regional pronunciations, the 'u' can be long.
29	ear (clear)	25	<u>friend</u> <u>school</u> <u>out</u>	It's not very common, but in the word 'friend' the 'ie' makes the sound 'e'. The 'ch' makes a 'c' sound. The digraph 'ou' has not been learned yet.
30	Consolidation Week	26	Practise reading Red Words covered so far	
31	air (hair)	27	<u>one</u> <u>once</u>	It is not common, in 'one' the grapheme 'o' makes the sounds w-u and the digraph 'ne' makes the sound n . The grapheme 'o' makes the sounds w-u and children still need to learn 'ce'
32	ure (pure, picture) (/v/ ve)	28	<u>your</u> <u>love</u>	The trigraph 'our' makes the sound or . The 'o' makes the 'u' sound in love .
33	er (batter)	29	<u>house</u> <u>full</u> <u>little</u>	Later in the programme, your child will learn that the digraph 'se' makes the sound s . The 'u' makes the sound oo as in 'book' in the word full . Later, children will learn that learned the digraph 'le',
34	Consolidation Week	30	Consolidate Y1 CEWs	Practise reading Red Words covered so far
35	Consolidation Week	31	Consolidate Y1 CEWs	
36	Consolidation Week	32	Consolidate Y1 CEWs	

Year 1 - Overview of Year

Week	Focus GPCs	Phonic Step / Reader	Red Words Tricky Part Underlined	Summary of Tricky Part of Red Word - Common Exception Words ** Common Exception Words marked with an asterisk* may/not be Tricky Words according to regional accent.
Year 1 Term 1				
1	Consolidation Week	33	Consolidate Y1 CEWs	Practise reading Red Words covered so far
2	ay (play) (/ai/ a)	34	<u>again</u> <u>oh</u> <u>their</u> <u>ask</u> *	The digraph ' ai ' makes the sound e . It's not common. Oh is a rare word that is not decodable. Their contains ' eir ' which makes the sound air . Depending on regional pronunciation ' ask ' may or may not be decodable.
3	ou (cloud) (/l/ le, el; /s/ st)	35	<u>poor</u> <u>money</u> <u>thought</u> <u>should</u>	The ' oor ' in the word poor is ' or '. In the word money, the ' o ' can sound short, and the digraph ' ey ' has not been taught yet. It's not common, but the ' ough ' makes the sound or in thought. The trigraph ' oul ', which makes the sound oo as in look has not been taught yet.
4	ie (dried) (/l/ al, il)	36	<u>class</u> * <u>Mr</u> <u>Mrs</u> <u>work</u> <u>can't</u>	The word class might not be tricky depending on the regional accent. These are common abbreviations. The digraph ' or ' makes the sound ur . In the word can't the ' a ' makes the ' ar ' sound
5	ea (cream) (/ee/ e)	37	<u>pass</u> * <u>fast</u> * <u>path</u> * <u>climb</u> <u>don't</u>	Words with * might not be tricky depending on the regional accent. The b is silent in the word. Don't is a contraction with an apostrophe, and the ' o ' is long.
6	oy (boy) (/igh/ i)	38	<u>people</u> <u>after</u> * <u>great</u> <u>break</u>	It's not common, but ' eo ' makes the sound ee * and the digraph ' le ' has not been covered learned. Children have yet to learn the ' ea ' as ' ay ' as they are unusual spellings.
7	Consolidation Week	39	Practise reading Red Words covered so far	

8	ir (girl) (/w/wh)	40	<u>any</u> <u>many</u> <u>who</u> <u>could</u>	The 'a' makes the sound e in these words. It's not common, but the digraph 'wh' makes the sound h and the 'o' makes the sound oo as in food . The trigraph 'oul' is covered later.
9	ue (blue/cue) (/oa/ o)	41	<u>because</u> <u>water</u> <u>past*</u> <u>bath*</u>	It's not common but the digraph 'au' makes the sound o. The 'a' makes the sound or. Fast and bath might not be tricky depending on the regional accent.
10	aw (jaw) (/or/ au)	42	<u>hour</u> <u>two</u> <u>door</u> <u>different</u>	Hour is a common word, but the 'h' is not pronounced, and the trigraph 'our' makes the sound ow. The digraph 'wo' makes the sound oo as in food . 'oor' is a less common way of spelling the 'or' sound. Although children know er as in batter the digraph 'er' makes the sound r
11	ew (blew/new)	43	<u>Christmas</u> <u>would</u> <u>through</u> <u>beautiful</u>	Children know 'ch' but not in this variation The trigraph 'oul' is covered later. The 'ough' makes the sound oo as in food , though this is rare. It's not common but the trigraph 'eau' makes the sound yoo.
12	Consolidation Week	44	Practise reading Red Words covered so far	
Year 1 Term 2				
13	a_e (cake) (/ai/ ey, ei, eigh)	45	<u>plant*</u> <u>floor</u>	Fast and bath might not be tricky depending on the regional accent. 'oor' is a less common way of spelling the 'or' sound.
14	e_e (delete) (/ee/ ie)	46	<u>every</u> <u>whole</u>	The digraph 'wh' makes the sound h and your child/ren has not yet learned the split digraph 'o-e', which makes the sound oa.
15	i_e (crocodile) (/or/ a, al)	47	<u>only</u> <u>move</u>	The grapheme 'y' makes the ee sound which has not been taught yet The grapheme 'o' makes the sound oo as in food .
16	o_e (bone) (/oa/ ou)	48	<u>father</u> <u>grass*</u>	Here the 'a' is ar, which has been taught but can still be tricky in this word. Fast and bath might not be tricky depending on the regional accent.
17	u_e (flute/cute) (/oo/ ui, ou; /yoo/ u)	49	<u>eye</u>	The trigraph 'eye' makes the sound igh.
18	Consolidation Week	50	Practise reading Red Words covered so far	

19	-y (happy) (/ee/ ey)	51	busy pretty	In busy 'u' makes the sound i. It's not a common spelling and the 'e' makes the sound i.
20	-y (fly) (/oo/ u, oul)	52	half	The 'al' sounds like 'ar'.
21	ow (snow) (/r/ wr; /or/ oor, our)	53	parents everybody	The 'ar' makes the sound air and this is a rare spelling for this sound. The 'e' in the 'er' is not strongly pronounced.
22	soft c (ice) (/s/ sc, ce)	54	sugar	The 'sh' is not 'sh' as in shoes; this is a rare spelling
23	soft g (gem) (/e/ ea)	55	prove improve	The 'o' is not oo as book it is oo as in food.
24	Consolidation Week	56	No New Red Words Consolidate as needed	
1 Term 3				
25	ire (fire) (/ear/ eer, ere; /er/)	57		No New Red Words are taught children to review and consolidate words they need extra practise with.
26	are (care) (/air/ ear, ere; /or/ ar; /u/ o) /m/ me; /n/ ne	58		
27	tch (watch) (/o/ a; /c/ ch; /i/ y; /er/ or)	59		
28	oe (toe) (/sh/ ch, ti, ci, ssi; /oo/ou; /u/ ou)	60		
29	ph (phone) (/n/ gn, kn; /m/ mb; /c/ que; /zh/ s, si)	61		

30	Consolidation Week	62		
31	Comparing long /a/ GPCs	63		
32	Comparing long /i/ GPCs	64		
33	Comparing long /o/ GPCs	65		
34	Comparing long /u/ GPCs	66		
35	Comparing long /ur/ GPCs	67		
36	Comparing long /e/ GPCs	68		