

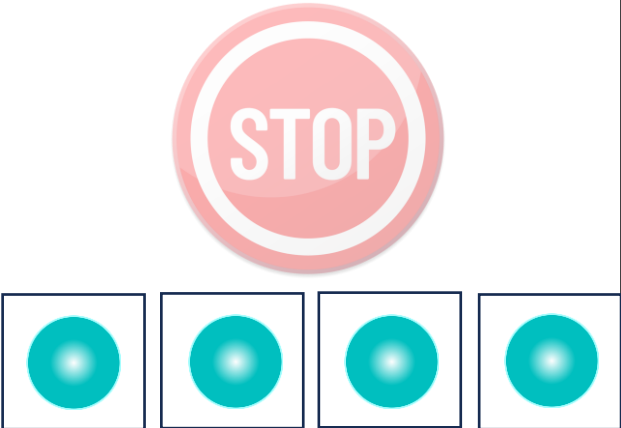


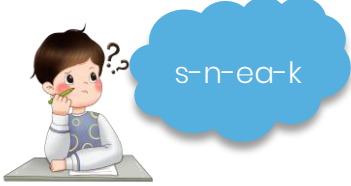
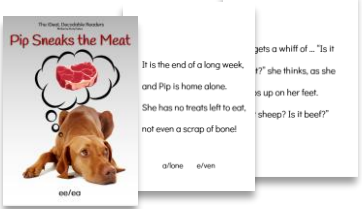
Glossary of Literacy Terms

| Term | Definition | Example |
|---|--|--|
| Phonology The Alphabetic Principle | A branch of linguistics that studies the sound system of a language. | When we explicitly understand the relationships between graphemes and speech sounds, this enables a higher success rate of accurate reading and spelling. Words that follow phonology can be segmented into meaningful units of sound that relate to a syllable type or spelling pattern. For example, understanding that 'ai' is the long /ā/ vowel sound we hear in the middle of a word, and that the written letters that represent this sound are an 'a' and 'i'. This will help to encode and decode words such as: 's-p-r-ai-n' 'f-r-ai-l' 'g-r-ai-n' |
| Phonological Awareness | A broad skill that includes identifying and manipulating units of oral language. Phonological awareness is away from print. | The ability to identify and generate rhyme, segment, and blend syllables in multisyllabic words, and identify alliteration, e.g. 'Ingrid insists on iDeaL instruction!' |
| Phonemic Awareness | Phonemic awareness, a subset of phonological awareness. It is the ability to hear, perceive, isolate, and manipulate the smallest units of spoken sound. | The ability to segment and blend sounds, delete and substitute onsets and rimes, and discriminate similar sounds, e.g. m/n, th/f, th/v |
| Phonemes | Distinct units of sound that distinguish one word from another. Phonemes are what we say and hear. | /c/-/a/-/t/ /sh/-/r/-/u/-/n/-/k/ |
| Graphemes | Individual letters or groups of letters which represent phonemes. | word = 'sneeze' phonemes = /s/-/n/-/ē/-/z/ graphemes = s-n-ee-ze |
| English Vowels | Occurring in every spoken and written syllable. The sound made by the vowel/s is determined by the syllable type. | au/then/tic clum/sy com/pete goo/gle |
| Consonant | Any letter of the alphabet that is not a vowel. | b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z |
| Blend | Two/three consonants and two/three sounds that can occur at the beginning or end of a word. | slump strict prompt |
| Digraph | A combination of two consonants representing one sound. Exception digraphs are 'th' and 'ch' which can represent more than one sound. | sh, think/them, ph, wh, ng Char's charm and charisma |

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|---|---|--|
| <p>Sibilant Sound</p> | <p>Produced when the tip, or blade, of the tongue is brought near the roof of the mouth, and air is pushed past the tongue to make a hissing sound. In English <i>s</i>, <i>z</i>, <i>sh</i>, and <i>zh</i> (the sound of the <i>s</i> in “pleasure”) are sibilants. Sometimes the affricates <i>ch</i> and <i>j</i> are also considered as sibilants.</p> | <p>cross crash buzz measure</p> <p><i>Note: When adding the suffix ‘s’ to a word ending in a sibilant sound, the correct spelling is ‘es.’</i></p> |
| <p>Schwa Sound</p> | <p>The most common sound in English. It is a weak, unstressed sound and it occurs in many words. Any vowel can produce the schwa sound which often sounds like /uh/ or a short /i/ vowel sound. The schwa sound is represented by the ‘ə’ symbol in the International Phonetic Alphabet.</p> | <p>doctor police shiver nectar</p> <p>salad focus syrup amaze</p> |
| <p>High Frequency Words <i>That are decodable</i></p> | <p>Frequently used words in the English language that have transparent, phonetic, sound to symbol relationships.</p> | <p>be and in that for not with</p> |
| <p>High Frequency Words <i>That contain irregular sounds</i></p> | <p>Unlike words that follow phonology, these words have parts to them that contain opaque, irregular spelling patterns that are not decodable through using our knowledge of graphemes within syllable types. There are, however, parts of these words that can be sounded out. It is important to teach these the same as words that follow phonology but to explicitly identify the parts of these words that are spelt differently to how they sound.</p> <p>A word such as ‘does’, can also be taught through morphology, e.g., do, doing, did, does. Likewise, some students can memorise these types of words using a mnemonic.</p> | <p>w-ou-d sh-ou-d c-ou-d</p> <p>If these words followed phonology, the ‘ou’ would sound like /ow/ as in mouse or proud.</p> <p>Teaching in groups of words with similar patterns can help cement these tricky words.</p> <p>w-a-s w-a-n-t w-a-sh</p> <p>Most of the time in English, an ‘a’ will sound like an /ǝ/ when it follows a ‘w’.</p> <p>w-a-ter w-ar-n w-ar-m</p> <p>Phonetically, ‘ar’ sounds like the /ar/ of farm, however, in the examples above, the ‘ar’ sounds like the /or/ of born.</p> |
| <p>Orthographic Mapping and Sight Words</p> | <p>The process that all successful readers use to become fluent readers. Through orthographic mapping, students use the oral language processing part of their brain to map (connect) the sounds of words they already know (the phonemes) to the letters in a word (the spellings). They then permanently store the connected sounds and letters of words (along with their meaning) as instantly recognisable words, described as “sight vocabulary” or “sight words”. Therefore, every person has a sight word vocabulary (lexicon) that is unique to them. When a word is committed to sight, it can be read in any font or size, uppercase or lowercase.</p> | |

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| Morphology | <p>In linguistics, morphology is the study of words, how they are formed, and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as base words, root words, prefixes, and suffixes.</p> | |
| Morpheme | <p>A morpheme is the smallest word or part of a word that has meaning.</p> <p>A morpheme can be an affix (prefix or suffix). These are bound morphemes, and they must be attached to a base word or root word to give the word its principle meaning. A prefix sits at the beginning of a base or root word, and a suffix sits at the end of a base or root word.</p> <p>A root word is also a bound morpheme as it requires prefixes or suffixes.</p> <p>Base words are free morphemes as they can stand alone with a specific meaning.</p> | <p>injectable retracting</p> <p>prefix root suffix</p> <p>morphology enjoyment internationally</p> <p>prefix base suffix</p> |
| Combining Forms | <p>Combining forms are similar to prefixes and suffixes, and are sometimes known as 'chameleons', because they act like them and appear at the beginning or end of words like them, BUT the combining form is intrinsic to the word, meaning it is a part of the word and cannot be removed.</p> | <p>'inter' meaning - between/among</p> <p>intercom interfere combining form remaining letters</p> <p>'in' meaning - into/towards/within</p> <p>inherit insert combining form remaining letters</p> |
| Prefixes <i>Derivational morphemes with an identifiable base word</i> | <p>Prefixes alter the form of the word and its meaning.</p> <p>Many antonyms are formed by adding the prefix un- to an existing word. The prefixes mis-, dis-, in-, ir-, im- and il- are used instead of un- with some words to create antonyms.</p> | <p>illegal</p> <p>undesirable</p> <p>disembark</p> <p>reunite</p> <p>impossible</p> |
| Suffixes <i>Derivational morphemes with an identifiable base word</i> | <p>Suffixes that alter the word meaning and word class.</p> | <p>flexible flexibility flexion flexy</p> |
| Suffixes <i>Inflectional morphemes with an identifiable base word</i> | <p>Suffixes that mark grammatical information.</p> <p>-ing -ed -s -es -'s -er -est -en</p> | <p>lights lighten</p> <p>lightening lightened</p> <p>lighter lightest</p> |

| Term | Definition | Example |
|--|---|---|
| CVC | A single syllable three letter word that follows the pattern. Consonant, Vowel, Consonant. | dab let rib cob hut |
| LSASVS Longer Spelling Sounds/Rules | Longer Spelling After Short Vowel Sound Sounds which directly follow a short vowel sound that require 2/3 letters to correctly spell the word. | 'ck' 'tch' 'dge' 'ss' 'll' 'ff' struck glitch trudge kiss still fluff |
| Syllables | Words consist of parts that are called syllables. Syllables can fit into a 'type' which we learn through an explicit approach to spelling. All syllables contain at least one vowel. Some syllables may contain irregular sounds or a schwa sound, or they may be a suffix. | ter min ate ren o vate <i>r controlled closed silent e closed schwa silent e</i> laugh ing goo gle <i>irregular suffix Syllable types poster available at: diphthong consonant le</i> https://www.learningmatters.co.nz/shop/product/419520/7-syllable-types-a3-poster/ |
| Syllable Division | Syllable division is a strategy to decode unfamiliar words through determining the structure of the word to split it up into readable chunks. These readable chunks will be a syllable type. The most common word structure across a variety of syllable types is VC/CV , however, there are various strategies that can be explicitly taught. Developing knowledge of morphology is also another key decoding strategy as students map meaningful word parts. | VC/CV splendid con/voy com/bine com/bo in/sane mon/soon |
| Finger Spelling | Fingerspelling is a strategy to help build phonemic awareness through segmenting and isolating phonemes. One finger is raised per phoneme. When taken to print, finger spelling is done on the non-writing hand simultaneously as the student says the sound then writes the corresponding letter. The ability to do this alleviates issues such as missing a consonant sound in a beginning or end blend. For example, when a student does not have a strategy to isolate sounds, they may spell a word such as 'jump' as 'jup' or 'splash' as 'spash'. Finger spelling also acts as a visual cue to support working memory and is a multisensory memory hook. | |
| Elkonin Boxes | Elkonin boxes are an instructional method in order to build phonological awareness by segmenting words into individual sounds away from print or at print level. They are named after D.B. Elkonin, the Russian psychologist, who pioneered their use. The "boxes" are squares drawn on a piece of paper or any other writable surface, with one box for each sound or phoneme. To use Elkonin boxes, a student listens to a word and moves a token into a box for each phoneme. At print level, each letter or group of letters that represent the phoneme can be written into each square. |  The word 'stop' has 4 sounds. |

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| <p>Encoding</p> | <p>Encoding involves using individual sounds to spell and write words.</p> | <p>I can segment all the sounds and use fingerspelling as a strategy to help me correctly spell the word 'sneak' through knowledge of sound to symbol relationships.</p>  |
| <p>Decoding</p> | <p>Decoding involves translating printed words to sounds or reading.</p> | <p>I have knowledge of symbol to sound relationships and can blend sounds to form the spoken word when reading.</p>  |
| <p>Working Memory</p> | <p>Working Memory refers to the ability to hold information in mind to assist with the cognitive tasks that you do.</p> <p>It's a skill that allows us to work with information without losing track of what we're doing. Students with a low working memory may have trouble with planning and organising. They may also struggle with comprehension.</p> | |
| <p>Processing Speed</p> | <p>Processing Speed refers to how quickly our brain receives then responds to visual and verbal information. Students with poor processing speeds often lack automaticity and fluency in reading.</p> | |