

TUGGERAH PUBLIC SCHOOL

ENGLISH GLOSSARY OF TERMS

<https://curriculum.nsw.edu.au/resources/glossary>

CVC word - Words formed by a consonant-vowel-consonant, for example cat, bag, pen.

Decodable Text - Simple texts that are made up of taught grapheme – phoneme correspondences (GPCs). These texts are used by beginning readers to practise segmenting and blending skills, and to read words so that automaticity can be developed.

Decode - A process of efficient word recognition in which readers use knowledge of the relationship between letters (graphemes) and sounds (phonemes) to work out how to read written words.

Digraph - Two letters used to represent one phoneme, eg sh, ck, th, ee, oo, ea.

Double consonant - Two of the same consecutive letters, eg tt in 'little' and bb in 'rabbit'. This linguistic feature is sometimes referred to as a consonant doublet.

Encode - Spell words in their visible written form.

Fluency - Reading, speaking, handwriting/typing and/or spelling with speed and accuracy.

Grapheme - The smallest unit of writing used to represent one phoneme. A letter or combination of letters corresponding to or representing a single phoneme. Examples: the f in frog, the ph in phone, the gh in cough.

Grapheme-Phoneme Correspondence - The correspondence between a smallest speech sound (phoneme) and its written alphabetic symbol (grapheme).

High frequency Words - Words that appear often in written texts.

Intonation - The pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence.

Mentor text - A text that is studied as an example to show how specific textual features are crafted. Using a mentor text (also known as a model text) provides students with a model to emulate when crafting their own text.

Morpheme - The smallest meaningful unit in the grammar of a language, eg the word 'bees' has 2 morphemes; 'bee' to indicate the insect and 's' to indicate the plural form of the word.

Phoneme - The smallest unit of speech sound in a system of language.

Phonic Knowledge - The ability to decode and encode (spell) words using knowledge of letter–sound relationships.

Phonological Awareness - The ability to hear, identify and say the separate parts of words (syllables, onsets, rimes and phonemes).

Prosody - Reading with expression using correct phrasing, intonation and attention to punctuation.

Rhyme - A repetition of similar speech sounds in the final syllable of words.

Rime - The vowel and other speech sounds that occur at the end of a syllable. For example: The /-ig/ represents the rime in the word 'big'.

Segment - The act of separating a spoken word into its syllables and/or phonemes.

Single letter grapheme - One letter used to represent one phoneme (speech sound).

Split Digraph - Two vowel letters that are split by a consonant letter to represent a long vowel phoneme. Examples: i-e in side, a-e in cake, o-e in rope.

Trigraph - Three letters used to represent one phoneme. Examples: the tch in catch, the igh in flight.

Vocabulary:

Tiered 1 - Basic-level, everyday words, e.g. dog, baby, happy, pretty, was, come, said. While we need to teach students how to read and write these words, they rarely require instruction at school in terms of what they mean and how to use them.

Tiered 2 - General academic words that can be used across a variety of domains. They are of high utility for mature language users and are commonly used in written language, e.g. contradict, precede, stale, awful, snuggle. Tier 2 words add power and precision to written and spoken language but many Tier 2 words are most commonly found in written language.

Tiered 3 - Words that are used rarely (low frequency) and only in highly specific situations, e.g. decibel, cataclysm, atom. These are probably best learnt in a content area, domain or discipline, e.g. quaver, multiplication.