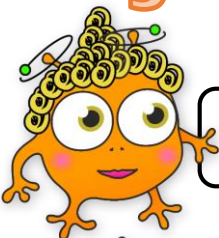
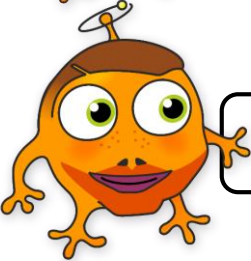


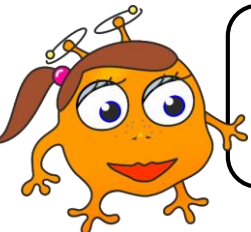
Key Terminology



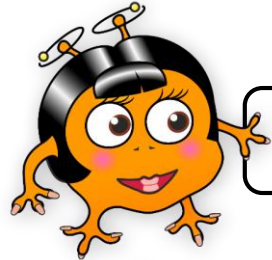
grapheme



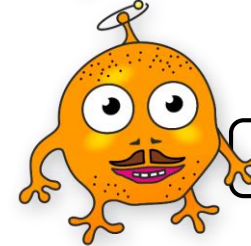
phoneme



**grapheme-phoneme
correspondence
(GPC)**

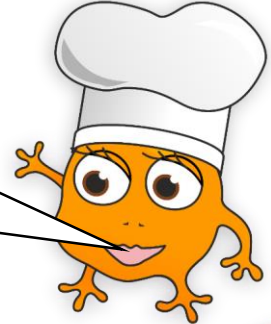


**Synthetic
phonics**

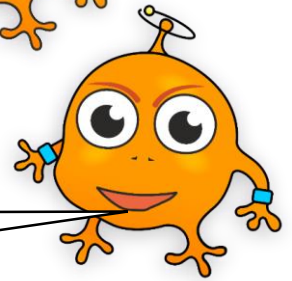


Systematic phonics

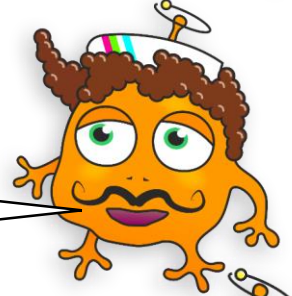
A written symbol that represents a sound (one or more letters) – e.g. the letters 'ay' to represent the sound /ai/.



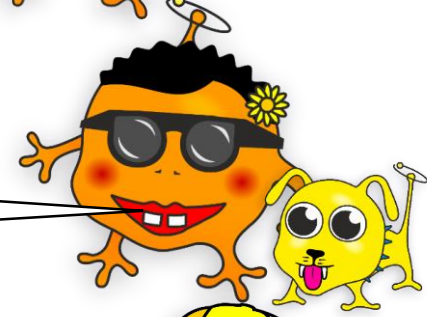
An individual speech sound in a word – the smallest unit of sound in a word – e.g. 'cat' has three phonemes – /c/ /a/ /t/.



Knowing which grapheme to use when writing a phoneme (sound), and vice versa – knowing what sound a written grapheme represents.

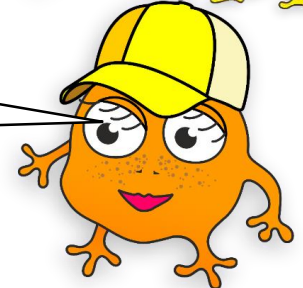


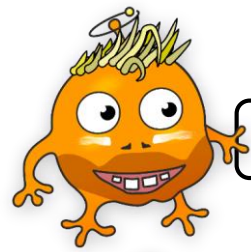
Synthetic phonics means breaking words down into the smallest units of sounds (*phonemes*.)



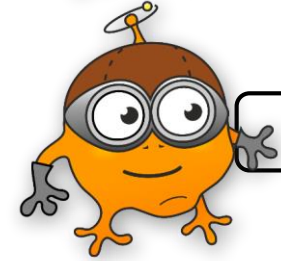
Systematic means that the grapheme-phoneme correspondences are taught in a set order.

Words for reading and writing only contain *GPCs* taught so far.





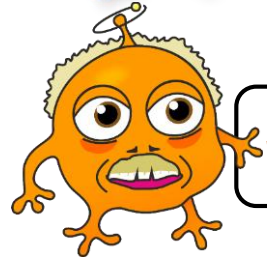
digraph



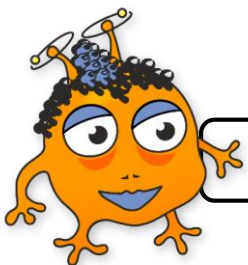
trigraph



**quadgraph or
tetragraph**

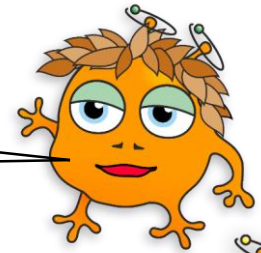


phonological awareness

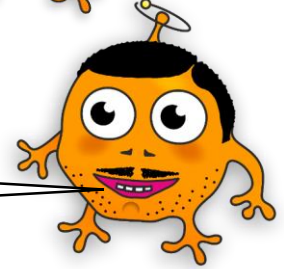


phonemic awareness

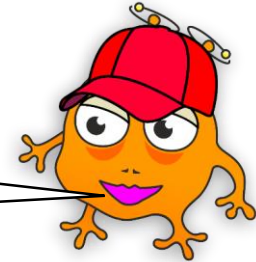
Two letters that make one sound,
such as the letters 'oe' to make
the /oa/ sound in the word 'toe'.



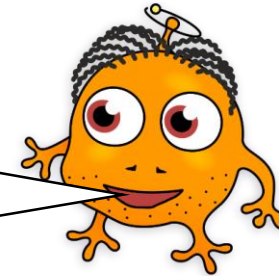
Three letters that make one sound,
such as the letters 'eer' to make the
/ear/ sound in the word 'deer'.



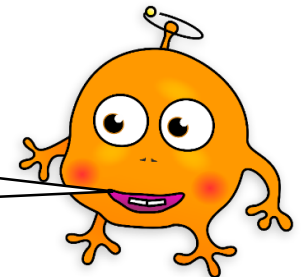
Four letters that make one
sound, such as 'eigh' to
make the /ai/ sound in the
word 'eight'.



Understanding that words are
made up of sound parts – e.g.
understanding rhymes, syllables,
alliteration.



Phonemic awareness is part of
phonological awareness. It requires
the ability to hear, identify and
manipulate individual phonemes in
words.





Initial sound
Medial sound
Final sound



sound button



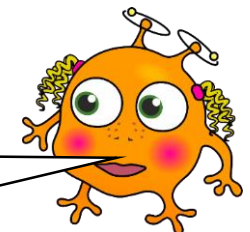
decoding



blending



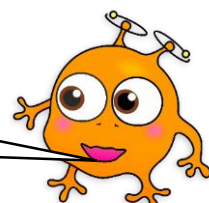
syllable



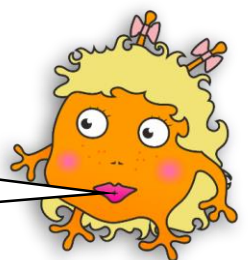
These terms all refer to the position of a phoneme (sound) within a word.



Lines and spots used to support children with identifying grapheme-phoneme correspondences in words.



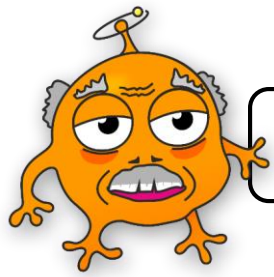
'Cracking the code' to read, through reading individual grapheme-phoneme correspondences and **blending** them together to read a word.



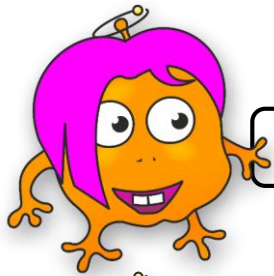
Putting grapheme-phoneme correspondences that have been sounded out back together, to read the word aloud in full, with fluency, speed and accuracy.



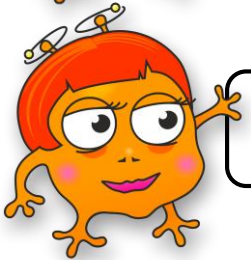
The 'beats' or 'mouthful' of a word. Not to be confused with individual **phonemes**.



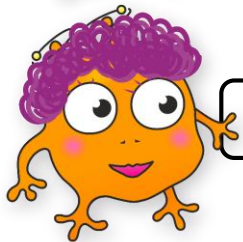
orally
segmenting



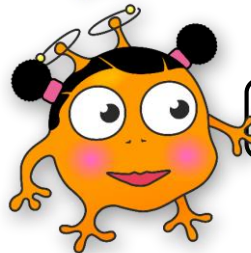
encoding



orthographically
mapping

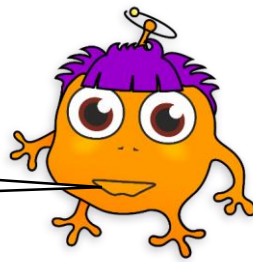


prosody

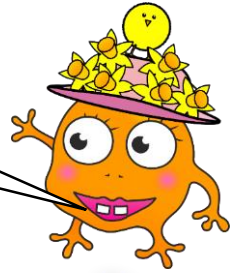


split digraph

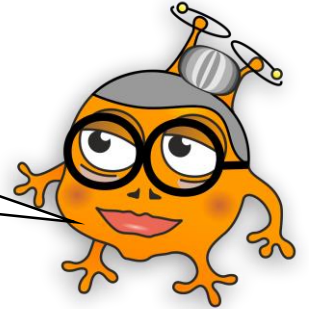
Breaking a word into separate *phonemes* out loud.



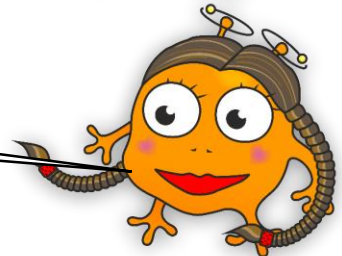
Breaking a word into separate *phonemes* and writing these as *graphemes* when spelling.



Being able to read a word on sight, rather than decoding, as the GPCs presented in a word in that order have been committed to memory.



Reading with expression and intonation, as appropriate to the text.



A *digraph* that has been split by a consonant – e.g. /ee/ in the word 'theme'.

