



Term	Example	Term	Example
<p><b>Adjacent Consonants</b></p> <p>Two or more consonant phonemes next to each other in a word. Traditionally called 'blends' but they are not a unit of sound but individual units adjacent to one another.</p>	<p>stop</p> <p>slept</p> <p>pink</p> <p>black</p>	<p><b>Bound base</b></p> <p>A base that cannot stand on its own. It hold meaning but that meaning only 'surfaces' when you add a suffixes and /prefix.</p>	<p>In prediction- 'dict' is the bound base. It means 'to speak' but that meaning only surfaces when we build on the base with prefixes and /or suffixes... predictive, diction, predict, addict, etc.</p>
<p><b>Adjective</b></p> <p>A word that describes an attribute of a noun.</p>	<p>Sweet, red, smooth etc.</p>	<p><b>Clause</b></p> <p>A clause is a group of words that contains a subject and a verb that have a relationship.</p>	<p>John went home.</p>
<p><b>Adverbs</b></p> <p>Words that usually modify (limit or restrict) the meaning of verbs. They may also modify adjectives, other adverbs, phrases, or even entire sentences. Often ending in -ly.</p> <p>An adverb answers the question(s) when?, where?, how?, how much?, how long?, or how often?</p>	<p>The girl skipped to school happily.</p> <p>She tripped over the log again.</p>	<p><b>Compound sentences</b></p> <p>A compound sentence is made up of two independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, or so- FANBOYS).</p>	<p>The sky was dark and it started to rain.</p>
<p><b>Articles</b></p> <p>Articles are words that define a noun as specific or unspecific.</p>	<p>A, an and the.</p> <p>A/ the dog.</p>	<p><b>Conjunctions</b></p> <p>Words that join sentences together. This helps to create cohesive texts (cohesion). (In Stage 2 students will explicitly learn about subordinating conjunctions and forming complex sentences).</p>	<p>It was a hot day, so Sam put on some sunscreen.</p>
<p><b>Base word / morpheme</b></p> <p>A base word/ morpheme is where the core of the meaning is held in a word. We add prefixes and suffixes onto the base.</p>	<p>dog</p>	<p><b>Consonant</b></p> <p>One of 2 categories of phonemes. A speech sound that at least partially obstructs air flow-i.e. actively uses the articulators (lips, teeth) to produce the sound. Contrasted with a vowel. Consonants may be unvoiced or voiced.</p>	<p>/b/ is a 'bilabial' consonant as it uses both lips to produce the sound. The /h/ phoneme is a consonant because it is unvoiced, even though technically is doesn't use teeth or lips for articulation. Vowel must be voiced.</p>
<p><b>Basic phonemic awareness skills</b></p> <p>Being able to segment and blend sounds in words-orally. This is an important precursor to phonic decoding and blending skills.</p>	<p>/dog/= /d/- /o/- /g/</p>		



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<p><b>Consonant- continuant</b></p> <p>A consonant sound that you could effectively hold until you ran out of breath. These are very useful for teaches children how to blend phonemes into a word.</p>	/s/, /m/, /n/	<p><b>Derivational morphemes</b></p> <p>These morphemes alter the meaning of the base word. They may be prefixes or suffixes and they either change the meaning of the word or change the category of the word (e.g. turn noun in to a adjective).</p>	<p>unhappy= the 'un' has changed the meaning of the word. Movement= ment change 'move' from verb to a noun. Predictable= 'able' change predict from a verb to an adjective.</p>
<p><b>Consonant- nasals</b></p> <p>Consonant sounds where the air passes through the nose instead of the mouth when you produce the sound. To test if a sound is a nasal, pinch your nose when producing the phoneme. If the sound CAN be produced, then it isn't a nasal!</p>	/n/, /m/, /ng/	<p><b>Digraph</b></p> <p>Two letters representing one phoneme</p>	<p>chips</p>
<p><b>Consonant- stops</b></p> <p>Consonants sound that cannot be held like continuants. The sound is produced with a burst of air and the sound 'stops'.</p>	/b/, /p/, /t/, /g/, /k/	<p><b>Diphone</b></p> <p>One letter that represents to sounds. Very rare.</p>	<p>x' in 'fox' = /k/ + /s/ "o' in 'one' = /w/ + /u/.</p>
<p><b>Coordinating conjunction</b></p> <p>A coordinating conjunction is a conjunction that connects words, phrases, and clauses that are coordinate, or equal to each other.</p>	<p>For, and, nor, but, or, yet, so. (They can be remembered using the acronym FANBOYS.)</p>	<p><b>Etymology</b></p> <p>The study of the true meaning of words- the roots. 'etym' meaning true meaning.</p>	
<p><b>Dependent clause</b></p> <p>A group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a (complete) sentence.</p> <p>(dependent clauses and subordinating conjunctions form complex sentences and are explicitly taught in Stage 2)</p>	<p>Sarah could not go for a walk until (subordinating conjunction) it stops raining (dependent clause).</p>	<p><b>Explicit instruction</b></p> <p>An instructional approach that carefully considers the cognitive processes and cognitive load involved in learning new content and developing new skills. The teaching is carefully, systematically and logically planned, with strong teacher modelling and demonstration, guided and independent practice that leads to mastery.</p>	
		<p><b>Free base word</b></p> <p>A free base word is a base word that can stand on its own if we remove any suffixes or prefixes. See 'bound base' for comparison.</p> <p>Note that words where an 'e' was removed to add a suffix or a 'y' changed to an 'i' are still free bases. Those are just suffixes conventions.</p>	<p>unwanted likely</p> <p>crier: cry liking: like</p>



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<p><b>Grapheme</b></p> <p>A letter or combination of letters that represent a single phoneme in a word.</p> <p>(while we teach 'qu' as a unit, which is fine, there are two phonemes here. We just never write 'kw' in conventional spelling).</p>	<p>boat    b-<i>oa</i>-t</p> <p>light    l-<i>igh</i>-t</p> <p>tough    t-<i>ou</i>-gh</p> <p>queen    q-<i>u-ee</i>-n</p>	<p><b>Modifying and qualifying words</b></p> <p>Adverbs modify verbs, adjectives, and other adverbs. Adjectives describe, quantify, or identify pronouns and nouns.</p>	<p>We had a <b>quick</b> (<i>adjective</i>) lunch.</p> <p>We ate lunch <b>quickly</b> (<i>adverb</i>).</p> <p>Other examples: a few, very, some, every.</p>
<p><b>Independent clause</b></p> <p>A clause that can form a complete sentence that stands alone.</p>	<p>The spider <b>crawled</b> into a tunnel.</p>	<p><b>Morpheme</b></p> <p>The smallest unit of meaning in a language. Morphemes plays roles in grammar (subject verb agreement) and also in vocabulary.</p>	<p>s' = plural or third person singular</p> <p>'ing'= continuous tense</p> <p>'ous' = adjective</p> <p>'ion' = state of</p>
<p><b>Inflectional morpheme</b></p> <p>Morphemes that we need for correct grammar. These are the first priority in teaching as children need them to write sentences correctly. They do not change the meaning or category of the word, but indicate subject verb agreement, tense, plural, comparative/superlative or possession.</p>	<p>'s' plural</p> <p>'s/es' third person singular</p> <p>'ed' past tense</p> <p>'ing' continuous tense</p> <p>'s' possessive</p> <p>'er' comparative</p> <p>'est' superlative</p> <p>'en' past participle.</p>	<p><b>Morphology</b></p> <p>The study of morphemes and how words change form when we add prefixes and suffixes</p>	
<p><b>Mentor texts</b></p> <p>Mentor texts are books that model for students what good writers do — the craft and skills involved in reading and writing.</p>	<p>Decodable texts, picture books, poetry etc. Sentence-level mentor texts as scaffolds.</p>	<p><b>Noun</b></p> <p>A word that identified a person, place or thing.</p>	<p>John Smith, Australia, table etc.</p>
<p><b>Modes and media (to create texts)</b></p> <p>Multimodal texts.</p>	<p>Audio/visual presentations, digital slideshows, documentaries, computer-based text creation, handwritten, posters etc.</p>	<p><b>Noun groups</b></p> <p>A noun group is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum's, Mr Smith's) plus one or more adjectives or adverbs and are an important language resource for building up descriptions.</p>	<p>"The large, brown, hairy spider..."</p>
		<p><b>Noun/pronoun referencing (across text)</b></p> <p>Using the correct pronoun to noun referencing across a text.</p>	<p>Jill brought her umbrella to school. Her teacher said, "Jill remembered her umbrella!"</p>



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<p><b>Orthography</b> The system of writing in a given language. The conventions of a written language, including spelling, punctuation, grammar etc.</p>	<p>English is a morphophonemic orthography meaning that it captures both sound and meaning in its written structure. It is considered a 'deep' orthography because of its complex structures.</p>	<p><b>Phoneme</b> A speech sound. Smallest unit of sound. Denoted by // symbols around a letter or IPA Symbol.</p>	<p>The first phoneme in dog is /d/.</p>
<p><b>Orthographic Mapping</b> The process readers use to store written words in long term memory so they can automatically recognise them on sight.</p>	<p>Cats make great pets for several reasons. Firstly, they are self-cleaning. This will save you time and money. They are also a great companion. They can cheer you up when you feel sad by snuggling beside you. You will not regret owning a pet cat.</p>	<p><b>Phonemic awareness</b> A subgroup of phonological awareness- the conscious understanding of the individual phonemes in a language.</p>	<p>Being able to segment and blend phonemes and isolate phonemes in words.</p>
<p><b>Paragraph</b> A group of sentences commencing with a topic sentence, followed by other sentences with related ideas.</p>	<p>Cats make great pets for several reasons. Firstly, they are self-cleaning. This will save you time and money. They are also a great companion. They can cheer you up when you feel sad by snuggling beside you. You will not regret owning a pet cat.</p>	<p><b>Phonics</b> An instructional approach that shows how the phonemes of a language are presented as graphemes and some morphemes.</p>	<p>Janet's cat. The students' (plural) book.</p>
<p><b>Personal pronoun</b> A shortened word used in place of a proper name of a person.</p>	<p>I, you, he, she, it, we, they, me, him, her, us, and them.</p>	<p><b>Phonology</b> The study of the sound structures of a language.</p>	<p><b>Possessive apostrophe</b> A form of apostrophe that you use to show that something belongs to or is connected to something else.</p> <p><b>Preposition/ Prepositional phrase</b> A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. It links two words to show how they relate to each other.</p> <p><b>Prepositions:</b> under, beneath, at, on etc. <b>Prepositional phrase:</b> <u>He hid under the duvet.</u></p>
<p><b>Phonological Awareness</b> An umbrella term for the conscious attention to sound structures in a language.</p>	<p>Word awareness, syllables, rhyming, onset-rime</p>	<p><b>Possessive apostrophe</b> A form of apostrophe that you use to show that something belongs to or is connected to something else.</p>	<p>Sam Johnson, Sydney, Olympic Games.</p>
<p><b>Phonological Awareness</b> An umbrella term for the conscious attention to sound structures in a language.</p>	<p>Word awareness, syllables, rhyming, onset-rime</p>	<p><b>Proper noun</b> Nouns that are capitalised and used to name a person, place or title.</p>	<p>Sam Johnson, Sydney, Olympic Games.</p>



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<b>Prosody</b> Reading with expression incorporating the use of intonation, stress and rhythm.		<b>Subject-verb-object structure</b> A simple sentence containing a noun (subject), the action (verb) and the object involved (noun).	The dog ate a bone.
<b>Quad-graph</b> 4 letters representing 1 sound	eight	<b>Tense (verb)</b> The time of a verb's action or its state of being, such as present (something happening now), past (something happened earlier), or future (something going to happen).	I am walking/I walk (present). I walked (past). I will walk (future).
<b>Simple sentence (independent clause)</b> A sentence that contains a single independent clause- a clause that can stand/ make sense on its own.	My dog has a tail.	<b>Time connectives</b> Words that indicate to a reader when something is happening in a text.	On Saturday, first, next, then etc.
<b>Spaced Retrieval Practice</b> A method by which students revise newly learnt information over specific time intervals.	Short and frequent review sessions. Review over an extended period of time. Review older material first.	<b>Trigraph</b> 3 letters representing one phoneme	light
<b>SSP: Systematic Synthetic Phonics</b> An approach to phonics that is evidence based. It focuses on teaching phoneme to grapheme correspondence. It involves having a detailed and explicit scope and sequence, using the gradual release model and ideally whole class teaching to ensure all children are exposed to the essential content. The learning moves from single sound-spelling patterns and focuses on blending skills before introducing increasing numbers of GPCs and more complex orthographic concepts. The learning is very explicitly scaffolded.		<b>Verb</b> Verbs are words that show an action, occurrence, or state of being.	Jumping, jumped (past tense), develop as well as words such as was/is/has etc.
<b>Subject-verb agreement</b> A subject and its verb must both be singular or both plural. A singular subject takes a singular verb and a plural subject takes a plural verb.	Tom rides his bike to work. The boys rode their bikes to school.  The students participate in the lesson.	<b>Vocabulary precision (concise language)</b> Using precise nouns and vivid verbs to help create strong mental pictures and avoid wordiness. Using the fewest possible words without sacrificing meaning.	Father was late. It made Ben miserable, he loathed lateness.



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<b>Vowel</b>	Look at the shape of your mouth when you clearly articulate the vowels. /ee/ is a big smile. /o/ is rounded, /u/ is where your jaw drops low.	<b>Vowel- r-influenced</b>	Put the car in the garage.  I saw it in the other room.  I was sawing the piece of wood in half.
<b>Vowel- Diphthong</b>	Practise saying /ai/, /oa/, /igh/ and you can feel your mouth moving from one vowel to the other.	The r-influenced vowels are best considered in terms of the north American accent where the 'r' is pronounced in words like 'car', and 'hear'. Most of the time they are spelled with a vowel +r but not always (e.g. 'saw'). They are interesting because in a sentence if the r-influenced vowel is in an open syllable and followed by a vowel, the /r/ often surfaces. This can also happen when we add a vowel suffix to an r-influenced open-syllable. This is important for children's spelling as they may 'hear' an 'r' and it can cause some spelling confusion.	
<b>Vowel- long vowel</b>	We need to listen for long vowels to help us make accurate spelling choices. long vowel +/j/ = 'ge', as in 'cage, age, rage'.  Suffixing rules are simpler with long vowels... we can just add the suffix. feel +ing = feeling	<b>Vowel- short</b>	/a/, /i/, /e/, /u/ /o/ sometimes /oo/ as in 'put'. In term of spelling conventions we need to follow the 111-doubling rule: short vowel +/ch/ = 'tch'; short vowel + /j/ = 'dge' etc.
		<b>Wordplay (to affect the reader)</b>	Alliteration, onomatopoeia, simile/ metaphor etc. Angry Arthur always argues!  As cold as ice!  The Sea is a hungry dog, nibbling my toes.