

## English Vocabulary Glossary

Reading	
<b>phoneme</b>	the sound that a single or plural letters make
<b>digraph (special friends)</b>	sounds which are represented by two letters e.g <b>ll, sh, nk, ur</b>
<b>trigraph (special friends)</b>	sounds which are represented by two letters e.g <b>ure, ear, air, are</b>
<b>blending out loud (Fred talk)</b>	combining (saying) sounds ( <b>out loud</b> ) together to make a word e.g <b>c-a-t</b>
<b>blending in head (Fred in your head)</b>	combining (saying) sounds ( <b>in head</b> ) together to make a word e.g. <b>p-a-th</b>
<b>comprehension</b>	understanding (what we read, listen to or see)
<b>fluency</b>	reading with pace and accuracy
<b>fiction</b>	text that describes imaginary people or events
<b>non-fiction</b>	text that is real information and factual
<b>common exception words</b>	words that we use regularly that break the common phonic rules in some way (children should be able to read their year groups common exception words by the end of the year)
<b>genre</b>	a type of text e.g. <b>fiction, non-fiction</b>
<b>VIPERS (see below)</b>	a mnemonic (word) to help us remember 6 reading skills (see below)
<b>vocabulary</b>	words (and understanding the meaning of the words)
<b>inference</b>	answering questions about a text, when the answer isn't always written within the text
<b>prediction</b>	making a sensible guess, using clues and what we know
<b>explain</b>	give explanations and share opinions about a text
<b>retrieve</b>	answer questions about a text, by retrieving (finding) the information from the text
<b>sequence</b>	understanding the order of the text
Writing	
<b>grapheme</b>	the written form of the phoneme
<b>common exception words</b>	words that we use regularly that break the common phonic rules in some way (children should be able to spell their year groups common exception words by the end of the year)
<b>segmenting (Fred fingers)</b>	sounding out the sounds in a word in order to spell it (children use their Fred fingers – pinch the sounds onto their fingers)
<b>punctuation</b>	the marks used to separate sentences and clarify meaning e.g. <b>full stop . question mark ? exclamation mark ! comma ,</b>
<b>finger spaces</b>	the amount of space that needs to be left between words
<b>sentence</b>	a group of words that convey a meaning
<b>statement</b>	a sentence ending with a full stop
<b>full stop</b>	a punctuation mark (.) we use at the end of a statement
<b>question</b>	a type of sentence that requires an answer

<b>question mark</b>	a punctuation mark (?) we use at the end of a question
<b>command</b>	a sentence telling someone to do something, usually ending in an exclamation mark
<b>exclamation sentence</b>	a statement that expresses strong emotion
<b>exclamation mark</b>	a punctuation mark (!) we use at the end of an exclamation !
<b>conjunctions</b>	words that are used to connect parts of sentences
<b>subordinating conjunctions</b>	subordinating conjunctions help to add the extra information that tells us <b>when, why</b> or <b>where</b> something happens – examples: <b>because, if, before</b> e.g You should get out of bed <b>when</b> your alarm goes off.
<b>coordinating conjunctions</b>	coordinating conjunctions are joining words that link together parts of a sentence – examples: <b>but, and, or</b> e.g. I had a terrible cold <b>but</b> I still went to school.
<b>comma</b>	a punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list
<b>apostrophe</b>	a punctuation mark (') used to indicate either possession (e.g. Harry's book) or the omission of letters (he's)
<b>possessive apostrophe</b>	a punctuation mark (') used to indicate possession (e.g. Harry's book, the girls' toys)
<b>contractions / contracted forms</b>	act of two words becoming one and using an apostrophe for the missing letters e.g. <b>I'm, they've, she's</b>
<b>suffix</b>	a single letter or group of letters added to the end of the word which changes the word's meaning e.g. <b>es, ing, ment, ful</b>
<b>prefix</b>	a group of letters added to the beginning of a word which changes the word's meaning e.g. <b>dis, un</b>
<b>homophones</b>	words that sound the same but are spelt differently and mean different things e.g. <b>be &amp; bee, see &amp; sea, male &amp; mail</b>
<b>near-homophones</b>	words which is pronounced almost the same as another word but has a different spelling and meaning e.g. <b>further &amp; father</b>
<b>genre</b>	a type of writing e.g. <b>postcard, diary entry, report, instructions</b>
<b>noun phrase</b>	a small group of words which include a noun e.g. <b>the man, a cat</b>
<b>expanded noun phrase</b>	a small group of words which include a noun and an adjective e.g. <b>the tall man, a cute cat</b>
<b>noun</b>	a person, place or object e.g. <b>Wendy, Bingham, table</b>
<b>adjective</b>	a word which describe a noun (a describing word) e.g. <b>hard, red, pretty</b>
<b>verbs</b>	an action word (a doing word) e.g. <b>spin, blink, swim</b>
<b>adverbs</b>	a word which describes a verb e.g. <b>fast, bravely, gently</b>
<b>past tense</b>	writing using words to show something has already happened e.g. <b>went, had, were</b>
<b>present tense</b>	writing using words to show something is happening right now e.g. <b>going, have, are</b>
<b>handwriting</b>	forming letters correctly ( <b>tall</b> – letters with an ascender, <b>tail</b> – letters with a descender, <b>short</b> – letters without an ascender or descender e.g. <b>n, s, x</b> )
<b>ascenders</b>	the part of a letter which extends above a short letter – example letters: <b>l, t, d, b</b>
<b>descenders</b>	the part of a letter which extends below a short letter – example letters: <b>j, p, q, y</b>
<b>joining line</b>	the part of a letter which extends out in order to join another letter to it