

A young girl with dark hair in two braids is sitting and reading a yellow book. She is looking directly at the camera with a slight smile. The background is a blurred indoor setting, possibly a library or classroom, with a staircase visible on the right.

**FOR PARENTS AND  
TEACHERS**

**FREE GLOSSARY OF  
TERMS;**

**PHONICS AND  
MORPHOLOGY**

## GLOSSARY OF TERMS

<b>Synthetic phonics</b>	Synthetic phonics is an accelerated method of teaching phonics. As opposed to teaching all letter sounds first, we teach a few and then immediately start blending them. We introduce s, a, t, p, i, n first as they make the most words when blended (at, sat, snip spin, pit, etc. and mean that children can start to read decodable books quickly. As more sounds are added more words can be made including words of more than one syllable e.g., sandpit.
<b>Short vowels</b>	a, e, i, o, u- as in cat, beg, kit, dog, bun
<b>Long vowels</b>	Say their name as in take, been, tide, o/pen, u/nite
<b>Schwa</b>	Schwa is the name of the /uh/ sound in English. It is a sound that is pronounced when the lips, tongue and jaws are relaxed and is used frequently in Australia. It often replaces r-controlled vowels e.g., winter – wintuh, river- rivuh. Schwes often appear in the unstressed syllable of a word <b>basin</b> , the
<b>consonants</b>	The other letters of the alphabet
<b>phoneme</b>	A phoneme is the smallest unit of sound in speech. E.g., hat has 3 phonemes- /h/ /a/ /t/ chip has 3 phonemes /ch/ /i/ /p/
<b>grapheme</b>	A grapheme is a letter or a number of letters that represent the sounds in our speech. E.g., hat (h is a 1 letter grapheme) chop (ch is a two-letter grapheme representing one sound/phoneme)
<b>CVC words</b>	A consonant-vowel-consonant word, e.g., cat, pin or top.
<b>CCVC or CVCC words</b>	2 consonants- vowel- consonant word e.g., glad, snip or consonant- vowel – 2 consonants e.g., bent or lost.
<b>adjacent consonants</b>	We used to refer to these as ‘blends’ they are 2 consonants adjacent or next to each other e.g., st in stop or nt in sent
<b>digraph</b>	Two letters (graphemes) making one sound. <b>consonant digraphs</b> e.g., ph, ch or <b>vowel digraphs</b> e.g., ai, ee, oa
<b>split digraphs</b>	A split digraph is a <a href="#">digraph</a> that is split by a consonant. Has been referred to as ‘magic e’ or ‘Bossy e.’ because a vowel plus a consonant and then an e makes the vowel say its name. E.g., take, Pete, fine, cope, use.
<b>trigraph</b>	Three letters making one sound e.g., igh as in light
<b>quadgraph</b>	Four letters making one sound as in ough or eigh- weight, though

<b>vowel diphthongs</b>	These still make one sound but are sliding sounds. They are not as clear as the other vowel sounds. - <b>ou and oi</b> cow, out oi, oy coin, toy
<b>r controlled vowels</b>	ar, er, ir, or, ur the r takes over and makes a new sound, you can no longer hear the vowel sound
<b>vowel team</b>	We sometimes use the umbrella term 'vowel team.' A vowel team is a spelling pattern that uses two or more letters to represent a single vowel sound. E.g., igh, ew, ai
<b>syllables</b>	A syllable is a beat in a word for example am.bu.lance or tab.let. There must be one vowel sound in each syllable but one sound only. The syllable rules are provided in the scope and sequence.
<b>the doubling rule (1-1-1 rule)</b>	In a one syllable word where a vowel is followed by a consonant to keep the vowel short you must double the consonant before adding ing, ed, er, est. E.g., tap- tapping, stop-stopped, big- bigger, big- biggest. The 1-1-1- rule is the same- if the word has 1 syllable, 1 vowel and it ends in 1 consonant, you double the final consonant before you add 'ing', 'ed', 'er', 'est'.
<b>high frequency words</b>	High Frequency words are words that occur most frequently in children's reading books and in everyday language for example- the, am, is, like. High frequency words are composed of phonically regular and irregular words.
<b>irregular words</b>	These are words that are not phonically regular or do not follow a rule and therefore cannot be blended exactly for example 'one' or 'friend' Sometimes these are referred to as 'Tricky' Words. In the prep – 2 scope we must introduce some high frequency words before we introduce the rule because the children need them to be able to read their decodables and to use them frequently in writing. At the time that they are introduced they are referred to as 'irregular' words.
<b>homographs</b>	Homographs are words which are spelled alike but have different sounds and meanings e.g., bow and arrow vs. bow of a ship
<b>homonyms</b>	Homonyms are words which sound the same but have different spellings and meanings e.g., there/their, two, to, too
<b>synonyms</b>	Synonyms are words that have the same meaning e.g., said, answered, responded, remarked etc.
<b>antonyms</b>	Antonyms are words that have the opposite meaning e.g., good/bad, wonderful/awful.
<b>voiced/unvoiced</b>	Some phonemes are voiced, and some are not e.g., voiced includes b, d, g and unvoiced includes p, t, c

## MORPHOLOGY AND ETYMOLOGY

<b>MORPHEMES</b>	<p>A morpheme is the smallest unit of meaning within a word. A morpheme can be a whole word (hop), a word part (-ed) or a single letter (-s). Morphemes are comprised of the following:</p> <p>Base words e.g., farm, stop, nice.          Root words: tract, rupt, ject          Prefixes: un pre re did          Suffixes: s ing ly tion</p>
<b>Base words</b>	<p>Base words stand alone without the need of other parts of the words to make them make sense e.g. To be a base word, a word must be able to be combined with other words or letters to create complex words but also stand alone as a word on its own.          Farmer, farming, nicest, nicely, etc.</p>
<b>Root Words</b>	<p>Traditionally, root words are words that have either Greek or Latin origin. They often cannot stand on their own as a word with meaning, for example, aud meaning to hear or listen. A root word is the part of the base word that comes from another language.</p>
<b>Free Base</b>	<p>A free base can stand on its own as a word.</p>
<b>Bound Base</b>	<p>A bound base cannot stand on its own as a word.</p>
<b>Affixes</b>	<p>Affixes is the umbrella term for prefixes and suffixes. Each prefix and suffix carry a meaning of its own e.g., re – again, redo un- not, unsure. Dom meaning place or state of: kingdom, freedom, ist one who- chemist.</p>
<b>Prefix</b>	<p>Carries its own meaning and comes before a base or root word.</p>
<b>Suffix</b>	<p>Carries its own meaning and comes after a base or root word. More than one suffix can be added. Hope/<i>less/ness</i>.</p>
<b>Compound Words</b>	<p>Compound words occur when two or words combine to form one individual word or phrase that has a different meaning.-          playground, firefighter</p>
<b>Etymology</b>	<p>Etymology is the study of the origin of words.</p>