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Glossary of Terms

blend (vb.)	to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together reads *snap**
comprehension	the ability to understand and gain meaning from what has been read**
decoding	the ability to recognize and read words by translating the letters into speech sounds to determine the word's pronunciation and meaning**
direct instruction	students learn vocabulary directly through explicitly taught specific word instruction and word-learning strategies*****
fluency	the ability to read text accurately and quickly and with expression (prosody)**
phoneme deletion	the ability to recognize the word that remains when a phoneme is removed from another word e.g. teacher: "What is smile without the /s/?" Children: "Smile without the /s/ is mile."***
phonemes	the individual phonological units of speech that make a difference to meaning. Thus, the spoken word rope is comprised of three phonemes: /r/, /o/, and /p/. It differs by only one phoneme from each of the spoken words, *soap, rode* and *rip**
phoneme substitution	the ability to substitute one phoneme for another to make a new word e.g. teacher: "The word is **bug**. Change /g/ to /n/. What's the new word?" Children: "**Bun**."***
phonemic awareness	the insight that every spoken word can be conceived as a sequence of phonemes. Because phonemes are the units of sound that are represented by the letters of an alphabet, an awareness of phonemes is key to understanding the logic of the alphabetic principle and thus to the *learnability* of phonics and spelling*
phonics	instructional practice that emphasise how spellings are related to speech sounds in systematic ways*
phonological awareness	a more inclusive term than phonemic awareness and refers to the general ability to attend to and discriminate between the sounds of language (as distinct from its meaning). Phonemic awareness generally develops through other, larger units of phonological awareness. Noticing similarities between words in their sounds,

enjoying rhymes, counting syllables, and so forth are indications of such 'metaphonological' skill*

segment (vb.)	to split a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/*
sight words	words that a reader recognizes without having to sound them out. Some sight words are "irregular," or have letter-sound relationships that are uncommon. Some examples of sight words are *you, are, have*, and *said***.
syllable	a word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per, pret-ty)****
systematic phonics teaching	this type of phonics instruction consists of teaching a planned sequence of phonics elements, rather than highlighting elements as they happen to appear in a text******
think aloud	to verbalise thought and mental processes when decoding or accessing meaning from text
vocabulary	the words we must know in order to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print****
word recognition	the ability to identify printed words and to translate them into their corresponding sounds quickly and accurately so as to figure out their meanings**

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