

Ampney Crucis C of E Primary School

Phonics Glossary

At Ampney Crucis we follow Twinkl Phonics. Twinkl Phonics scheme is based on the Governments Letters and Sounds document.

Below is a list of words we use when teaching phonics and reading. In order to create a cohesive whole-school approach to phonics, it is helpful for parents and carers to use the same terminology as teachers.

Word	What does it mean?
Alien words	<p>Words that include sounds that the children have learnt which are not real, e.g. gleeb or zum. These are also referred to as 'pseudo' or 'nonsense' words.</p> <p>Alien words are included in the year 1 Phonics Screening Check, a test completed by all year 1 children in June each year, as a way of assessing their ability to blend sounds into words.</p>
Blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say a word.
Consonant	Most letters of the alphabet (excluding the vowels: a, e, i, o, u)
CVC words	<p>Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (ch makes one sound).</p> <p>Other abbreviations include:</p> <ul style="list-style-type: none">• VC words - on, is, it• CCVC words - trap, black• CVCC words - milk, fast
Digraph	<p>Two letters which together make one sounds e.g. ee, oa, ea, ch, ay.</p> <p>There are different types of digraph:</p> <p>Vowel digraph – a digraph in which at least one of the letters is a vowel, for example: b(oa)t or d(ay).</p> <p>Consonant digraph – two consonants which can go together, for example (sh)op or (th)in.</p> <p>Split digraph – two letters, which work as a pair to make one sounds, but are separated within the word, e.g a-e, e-e, i-e, o-e, u-e. For example c(a)k(e) or p(i)n(e).</p>
Grapheme	The written letters or a group of letters which represent one single sounds (phoneme) e.g. s, a, ch, ea, air, igh.

Grapheme Phoneme Correspondence (GPC)	The relationship between sounds and the letter or letters that represent that sound.
Letters and Sounds	<p>A Government document detailing the teaching of phonics. There are 6 phases described:</p> <ul style="list-style-type: none"> • Phase 1 – This is split into 7 aspects, which focus on hearing and talking about environment sounds and letter sounds. • Phase 2 – Learning 19 letters of the alphabet, along with the first 5 ‘tricky words’ and using them to read and spell simple words and captions. • Phase 3 – Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of ‘tricky words’. Reading and writing captions and sentences. • Phase 4 – Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next ‘tricky words’ within sentences. • Phase 5 – Learning alternative spelling and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next ‘tricky words’, within sentences. • Phase 6 – Learning longer words and spelling rules. <p>Twinkl Phonics Levels match the phases within Letters and Sounds. In Reception we will concentrate on Twinkl Phonics Levels 2, 3 & 4 (Phases 2, 3 & 4 of the Letters and Sounds document. Year 1 teaches Twinkl Phonics Level 5 (Phase 5 Letter & Sounds) and Year 2 teaches Twinkl Phonics Level 6 (Phase 6 of Letters and Sounds)</p>
Mnemonic	An illustration that is designed to support children’s recognition of GPCs (see above).
Phoneme	A single sound that can be made up by one or more letters e.g. s, a, ch, ea, air, igh.
Phonics	Phonics teaches children to listen and identify the sounds that make up words. This helps them to read and write words.
Pure sounds	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. ‘f’ not ‘fuh’.
Robot talk	This is what we say to children when we want them to segment a word, to sound out all the phonemes that they can hear in a word, e.g. p/a/t, ch/ur/ch, n/igh/t.
Segment	This is the opposite of blending. Splitting a word up into individual sounds – used when spelling and writing.

Sound buttons / bars	<p>Circles or spots that can be written underneath a sound to support reading. Digraphs and trigraphs can often be identified by having a line underneath them, called a sound bar.</p> <p>Children are taught to say the sound as they touch the sound button or bar underneath each phoneme.</p>
Synthetic phonics	<p>A method of teaching reading and writing in which words are broken up into their smallest units of sounds – ‘phonemes’.</p> <p>Children learn to associate a written letter or group of letters, known as ‘graphemes’, with each phoneme.</p> <p>Sounds are then built up – ‘blended’ - together into words for reading or whole words are broke down ‘ ‘segmented’ – into their sounds for writing.</p>
Tricky sounds	<p>These are the sounds in tricky words that can not be correctly pronounced by using phonics, e.g. no, said, my, you, we.</p>
Tricky words	<p>Words that are difficult to sound out because they don’t follow regular spelling patterns or because they contain graphemes the children haven’t learnt yet, e.g. said, the, because</p> <p>They are referred to as ‘tricky words’ in Levels 2, 3 and 4 of Twinkl Phonics and then referred to as Common Exception Words, or CEWs in Levels 5 and 6. This is to ensure we are using age-appropriate terminology.</p>
Trigraph	<p>Three letters which go together to make one sound e.g. ear, air, igh, tch.</p>
Vowel	<p>The letters a, e, i, o, u.</p>