

READING JARGON BUSTERS

Alphabetic Code

The code shows us the relationship between the sounds of our speech and the written letter(s) of the alphabet and how these are used to match those sounds.

'Buddy' Reading

Children read in pairs. The buddy is often an older child.

Blending

To say the individual sounds that make up a word and blend them together to hear the whole word for reading e.g. s-a-t becomes sat. We say you blend to read and segment (see below) to spell.

Book Bands

A system of grouping books in bands of colour to represent different levels of reading difficulty.

Colour Coded

Books in school are colour coded so that children choose a book from a similar level. The colours represent different levels of reading difficulty.

Comprehension

The understanding of a text; at its simplest this may be an understanding of what the text makes explicit (e.g. the story is about a pumpkin) and at its most sophisticated, it is an understanding of what lies beneath a text (e.g. the authors' experience, historical context, themes and so on) which is often referred to as the deeper levels of meaning, inferential comprehension or higher order reading skills.

Consonant

Every letter in the English alphabet that is not a vowel.

Decoding

To read a word by saying the sounds then joining, or blending, those sounds together to form the word.

Dyslexia

Dyslexia is a specific learning difficulty which mainly affects the development of literacy and language related skills. For further information visit www.bdadyslexia.org.uk

Flashcards

Cards to use in games to help children practise recognising at speed, a letter, group of letters, words and/or pictures.

Graphemes

A written letter or group of letters that represent a sound e.g. the sound s can be represented by the graphemes s in sun, ce in dance, ss in dress, st in whistle, cy in cycle and so on.

Group Reading

Similar to guided reading, but children take it in turns to read aloud from the same book whilst the teacher listens and supports.

Guided Reading

About 6 children, grouped by reading ability, read aloud from the same book at the same time whilst the teacher listens in and draws out teaching points. Children may read a book, or part of it, away from the session and then focus on particular aspects of understanding.

High Frequency Words (or Key Words)

These are the words that occur most commonly in the English language. Some are 'decodable' like *much*, whilst others are 'tricky' like *the*.

Home Books

Reading books sent home from school for your child to read. These will be from our reading scheme so that your child can practise early reading skills, or from their class library so that you can share and discuss the book together.

Individual Reading

Reading 1:1 or alone as it suggests.

Information Books

Books that contain facts or information including reference books such as dictionaries, atlases and encyclopaedias.

Mnemonics

Memory joggers such as a rhyme, a phrase or a shape. For example, seeing a dinosaur in the shape of a letter d to help your child to associate the dinosaur with the letter and sound d.

Non-Fiction

A broad category of texts that includes anything that isn't story (information books, reference materials, newspapers, biography, Wikipedia etc.).

Phonics

A method of teaching children to read and write the English Language. It teaches children that the sounds of English are represented by letters or groups of letters (see also synthetic phonics).

Phonemes

The smallest unit of sounds in a word represented by letters or groups of letters.

Picture Book(s)

Books in which the pictures play a major part in the story and the text is not levelled by difficulty e.g. The Gruffalo by Julia Donaldson. Picture books are not necessarily just for the very young and they can support the understanding of quite complex ideas e.g. Shaun Tan's, The Lost Thing.

Quiet Reading

Children read by themselves for a short time.

Reading Age

This is an average reading level we would usually 'expect' for a child of any specified age. It is only a guide.

Read at Home/Take Home

The books that the children bring home to practise reading with you.

Reading Fluency

When children are reading easily with confidence and intonation, and at pace.

Reading Stamina

A child's ability to read substantial and often more challenging books for a longer period of time or in one sitting.

SATs

SATs stands for Standard Assessment Tasks. These are national tests in reading and maths taken in May/June by children in their final year of primary school in England, Wales and Northern Ireland. Writing is assessed by the teacher.

Self-Assessment/Peer Assessment

Children check their own work against a set of answers or criteria or swap with a partner to mark each other's work before then discussing the marking or comments. Proven to be an effective tool for learning.

Segmenting

To write or spell a word by listening for the sounds in the word and deciding which letters represent those sounds. We say you blend to read and segment to spell.

Shared Reading

A teacher reads and discusses a text with the whole class, demonstrating how to be a good reader.

Sight Words

Words you need to learn by sight because they cannot be easily sounded out. (see also Tricky words).

Sound Talk

To say the individual sounds that make up a word.

Sounding Out

To say the individual sounds that make up a word (sometimes also called Fred Talk or Robot Talk).

Special Needs

A term used to cover a wide range of needs that may need additional support whether a child is falling behind or far exceeding normal expectations. Also sometimes referred to as SEN (special educational needs).

Story Time

The teacher reads a story aloud to the whole class.

Synthesising Sounds

Blending or merging the sounds in a word together in speech so you can read the word.

Synthetic Phonics

Synthetic Phonics is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent – so, they are taught that the letter m sounds like mmmm ... when we say it. Children can then start to read words by blending (synthesising) the sounds together to make a word.

Tricky Words

Common words that are difficult to decode because some of the letters don't make the sounds you would expect, like the or said. (Also see High frequency words).

Vowels

The letters a, e, i, o, u in the English alphabet.

(Jargon Buster list taken from <http://www.oxfordowl.co.uk/Reading/>)