

Phonics Glossary

Alliteration:

Words that have the same initial sound, e.g. 'round the rugged rocks' but also 'phonics' and 'fish'.

Rhyme:

Words that have the same last sound but not necessarily the same letters, e.g. 'blue' and 'flew'.

Phoneme

A phoneme is the smallest unit of sound in a word, e.g. /c/ in cat.

Grapheme

A grapheme is the written letter or group of letters which represents one single sound (a phoneme).

- **Digraph:** A digraph is a two-letter grapheme that represent one phoneme/sound. For example /sh/ represents one phoneme/sound in 'shop', or the vowel digraph /oa/ represents one phoneme/sound in 'boat'.
- **Split Digraph:** A split digraph is where another letter comes in between the two graphemes of a single phoneme/sound, for example, the 'k' in 'make' separates the digraph /ai/, creating split digraph 'a-e'.

Blending

Blending is the ability to merge phonemes (sounds) in the order in which they are written.

- **Oral Blending:** This is the ability to hear (not read) separate sounds and blend them together into a word, for example to hear someone robot-talk 'p-a-t' and know it makes 'pat'.
- **Blending for Reading:** This is the ability to recognise each grapheme in a word and then blend it to be able to read the word.

Segmenting

This is breaking down words into their phonemes (sounds) in order to spell the word. It is the reverse phonic skill to blending. For example, if a child wants to write the word 'frog' they will hear the f-r-o-g and then be able to write those letters.

CVCs: Consonant-Vowel-Consonant

- **CVC:** This is a word made up of a consonant sound, a vowel sound, then another consonant sound. This may be a three letter word (cat, mop, pan) but it could be longer if the word includes trigraphs or digraphs; for example, shop (sh-o-p) or tart (t-ar-t).
- **CCVC:** These are often 4-letter words, like 's-w-a-p' (swap) or 's-t-o-p' (stop). However, when they include digraphs, trigraphs etc, they can be longer, e.g. 'b-l-a-ck' (black) or 'g-r-ow-n' (grown).
- **CVCC:** Similar to CCVCs, but the consonant clusters are at the end, e.g. 't-e-n-th' (tenth) or 'ch-ar-m-s' (charms).

Common Exception Words

These are words that children will come across frequently in their reading. Some of these words are decodable, meaning the phonics rules work, but some are tricky! Either way, we want the children to be able to read them fluently – meaning they can read them on sight and don't try to sound them out.