

Neston Primary School – ‘Jargon Buster’ for Parents/Carers - Reading

We know there are many words or phrases you may come across when reading about the sort of things your child has to do in school, things we teach them and ways in which you can help that are written in “teacher speak”. This list will hopefully help you understand what we mean.

We have also included some of the common grammatical terms we use.

Adjective – words to describe things - adding these to their own writing helps to give more detail and is one of the first things we get them to do once they have begun to write simple sentences so helping your child to spot these in books is a great help. Eg. The big, red box, a sad boy

Adverb – words which describe the verb – how it is done e.g. suddenly, quietly, hungrily. These sort of words really help to improve the children’s own writing

Alliteration – used in poetry and sometimes our descriptive writing, using the same sound in a string of words e.g. dark, damp dungeon

Antonym – a word which has an opposite meaning e.g dark/light soft/hard

Apostrophe – punctuation which shows where letters are missing or for possession

Blend - This is how children use phonics for reading – joining sounds together to make a word E.g. s-n-a-p, blended together, reads snap.

Blurb - found on the back of books – a quick summary of what the book contains

Caption – the label which explains a picture

Chronological - written in time order e.g. a list of instructions have to be in the right order but when we write non chronological reports e.g. All about foxes – it does not matter which part we read first

Chunking – using knowledge of words and sounds to sound out and read new words e.g. string not having to sound out every letter but knowing you can sound out st- r- ing

Connectives – words which join ideas – the children learn about time connectives e.g. first, then, finally etc and also causal which gives us reasons e.g. because, so, but

CVC words – the simplest words we begin to read as they are a consonant, vowel, consonant and are easy to sound out e.g. cat, man, dog, fit etc

CCVC words – the next level of words children come across so consonant, consonant, vowel, consonant e.g. shut, frog etc

Decodable – unknown words which can be worked out by sounding out the letters

Figurative language – most often used in poetry and good descriptions – all the tools a writer uses to create a strong picture for the reader

Genre – a style of writing e.g. adventure stories, play-script, letters, persuasive adverts etc

Grapheme - A letter or group of letters representing one sound (phoneme) E.g. ck, igh, t, sh

Glossary – an alphabetical list of technical words and their meaning used in a book

HFW – High Frequency Words – these are the words we use most. There is a list of words for each phase of phonics the children are working on and one of the ways in which we check their progress. They can be words which can be sounded out or are tricky.

Homonym – 2 or more words having the same spelling but different meanings e.g. read and read, lead and lead.

Homophones – 2 or more words with the same sound but have different spellings and different meaning e.g. new and know

Inference – this is assessment focus (AF) 3. It involves reading for meaning – working out something without actually being told specifically. E.g. “He pulled on his wellies and heavy coat” tells us it is probably cold and wet outside.

Metaphor – used to increase their descriptions (taught in the juniors) – explaining something non-living with human attributes e.g. a hosepipe - a green rubber snake slithering silently through the long grass

Noun phrases - a phrase to describe something (see adjectives). We encourage children to add more detail to their writing so instead of “The man went down the street” they would add “the old man went down the busy street”. “Old man” and “busy street” are noun phrases and they can be made longer with more words e.g. Sad, old man becomes an expanded noun phrase.

Onomatopoeia – also used mainly in poetry – words which sound like the sound they describe e.g. bang, thump, pop, crash

Phonemes - the smallest unit of sound in a word.

Phonics – using knowledge of sounds to read words

Scanning – Moving your eyes quickly over a page or section to find a particular word or phrase

Segmenting - The process of using phonics for writing. Children listen to the whole word and break it down into the different sounds (phonemes) , choosing a letter or letters for each sound. E.g. ship can be segmented as sh-i-p.

Simile – Part of descriptive writing when we describe things like something else – e.g. It was as white as snow

Skimming – quick reading of a piece to get the basic idea of what it is about

Standard English – when things are grammatically correct. Children therefore are taught they can write non-standard English when they are writing speech as this will be slang.

Summary – listing/organising the key points just read

Syllable - the parts which make up a word – we get children to clap them out. E.g. hea/vy – 2 syllables, yes/ter/day – 3 syllables – this helps children with their spelling thinking about the different parts.

Synonym – words with the same or similar meaning – hungry/starving, quiet/silent etc. (helpful when children need to check their own writing and make sure they have repeated words too much. Also good to discuss why an author has used particular words).

Tricky words – these are words children have to learn by sight e.g. said, the, as, no matter how many times we sound the letters out we cannot “hear” the word.

Vowel phonemes – these are vowel sounds made with more than one letter e.g. “ai” as in chain, “oa” as in soap, “ee” in flee or “ea” in flea etc