## Phonics Vocabulary

| Word | Definition |
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| Phoneme | The smallest single identifiable sound <br> e.g. the letters 'sh' represent just one sound, but 'sp' represents two /s/ and /p/ <br> Grapheme |
| A way of writing down a phoneme. It can be made up from one, two, three or four letters. |  |
| e.g. g, sh, igh, ough |  |
| GPC | Grapheme Phoneme Correspondence means being able to match a phoneme to a grapheme and vice versa. |
| Consonant | A sound represented by any letter of the English alphabet except a, e, i, o, u. |
| Vowel | A sound represented by a, e, i, o, u. |
| Digraph | A grapheme containing two letters that makes just one sound (phoneme) e.g. sh, ch, th, ph |
| Vowel Digraph | Two vowels which together makes one sound e.g. ai, oi, oo |
| Split Digraph | Two letters split making one sound e.g. a-e in make or i-e in site |
| Trigraph | A grapheme containing three letters that makes just one sound (phoneme) e.g. igh, air, ear |
| identities e.g. bl, gr, br, tw |  |
| Consonant Blend |  |


| Oral Blending | This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words. |
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| Blending | This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading e.g. s-n-a-p blended together reads snap |
| Oral Segmenting | Hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them. |
| Segmenting | Hearing a whole word and then splitting it up into the phonemes that make it. Using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling. e.g. cat has three phonemes $/ \mathrm{c} / \mathrm{la} / \mathrm{l} / \mathrm{d}$ |
| Code Chart | The chart with all the possible ways of making one sound. |
| Sound Lines/Buttons | The line or button that goes under each sound. e.g. $\underline{\mathrm{c}} \underline{\underline{\mathrm{t}}} \mathrm{t}$ has three sound lines $\underline{\operatorname{sh}} \underline{\underline{p}} \underline{\underline{p}}$ also has 3 sound lines. |
| Mnemonic | A device for memorising and recalling something. |

