

English Learning Area Years 0 - 6 glossary (draft)

Augmentative and alternative communication (AAC)	<p>Refers to various methods used to help individuals with speech or language difficulties communicate effectively. AAC includes both augmentative communication, which supplements existing speech, and alternative communication, which replaces speech when it is not possible.</p>
Clause	<p>A group of words that includes a subject and a verb. For example, in the sentence, “The baby cries when it is hungry”, “The baby cries” and “when it is hungry” are both clauses. The first one could stand alone as a sentence, so it’s an independent clause. The second one couldn’t stand alone, so it’s a dependent clause.</p>
Code	<p>A system of signs that carries meaning. For example, the code of written language.</p>
Complex sentences	<p>Complex sentences contain one independent clause and one or more dependent clauses. Dependent clauses often begin with subordinating conjunctions like “because,” “since,” “if,” “when,” or “although,”. For example:</p> <p>“I stayed home because it was raining.”</p> <p>Independent clause: “I stayed home.”</p> <p>Dependent clause: “because it was raining.”</p>
Compound sentences	<p>Created when two or more independent clauses are joined using a conjunction (such as “and,” “but,” “or,” “nor,” “for,” “so,” or “yet”) or a punctuation mark (a semi-colon) to show a connection between two more ideas. Each independent clause in a compound sentence can stand alone as a complete sentence. For example:</p> <p>“I wanted to go for a walk, but it started to rain.”</p> <p>Independent clause one: “I wanted to go for a walk.”</p> <p>Independent clause two: “It started to rain.”</p> <p>Coordinating conjunction: “but”</p>

Comprehension monitoring	Occurs when the reader (or listener) reflects on his or her own understanding. Comprehension monitoring is one of the skills needed for effective comprehension. Students do this from an early age.
Connective	<p>A word used to combine other words, phrases, or clauses. For example, “and”, “by”, “then”. Connectives can be conjunctions, prepositions, or adverbs. They help to show the relationship between different parts of a sentence or between sentences. For example:</p> <p>Conjunctions: “and,” “but,” “or,” “because”</p> <p>Prepositions: “in addition to,” “besides”</p> <p>Adverbs: “however,” “therefore,” “meanwhile”</p>
Consonant	<p>A basic speech sound in which the breath is at least partly obstructed, and it can be combined with a vowel to form a syllable. Consonants are produced by blocking or restricting airflow using parts of the mouth such as the tongue, lips, or teeth.</p> <p>For example, the sounds represented by the letters “b”, “d”, “k”, and “t” are consonants. Words are built from letters which are either vowels or consonants. English consonants are B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y (sometimes), Z. Consonants need vowels to make up syllables and words.</p>
Consonant digraph	A combination of two or more consonants that, together, represent one sound. For example, “ch-” as in “chair” or “ph-” as in “phone”.
Convention	A rule followed by a particular type or mode of language (e.g., for volume when speaking) or a particular type of text (e.g., detective fiction).
Decodable texts	Specially designed reading materials used in early literacy instruction. These texts are composed of words that align with the phonics skills students have been taught, allowing them to practice decoding words using their knowledge of letter-sound relationships.
Decoding strategies	Strategies used by readers to work out (decode) unfamiliar words. For example, looking for known chunks, using knowledge of grapheme–phoneme relationships. These strategies are essential for developing reading fluency and comprehension.

Digraph	Where two letters represent one sound (phoneme). For example, “-er” in her. This sound is different from the individual sounds of the letters when they are pronounced separately. Digraphs can be composed of either consonants or vowels.
Explanatory text (information text)	A type of non-fiction writing that explains how or why something happens. It provides a detailed description of a process, event, or concept, often answering questions like “how does this work?” or “why does this happen?”
Fluency	Refers to the ability to express oneself easily and articulately. The ability to speak, read, or write rapidly and accurately, focusing on meaning and phrasing and without having to give attention to individual words or common forms and sequences of language. Fluency is essential in communication as it allows for clear and effective expression, whether in speaking, writing, and reading.
Grapheme	The smallest unit of a written language, each usually represents one phoneme (“x” is an exception, as it represents two phonemes /k//s/).
Inference	Inference when reading a text is the process of drawing conclusions or making educated guesses based on the information provided in the text, combined with the reader’s own knowledge and experiences. This process, often described as “reading between the lines” helps readers understand implied meanings, predict outcomes, and grasp deeper insights that are not explicitly stated.
Information text (explanatory text)	A type of non-fiction writing that explains how or why something happens. It provides a detailed description of a process, event, or concept, often answering questions like “how does this work?” or “why does this happen?”
Interpretation	The process of assigning meaning or significance to elements within a text based on a student’s understanding, analysis, and personal insights. It involves making connections between various aspects such as characters, events, dialogue, and symbolism to uncover deeper meanings and themes.
Language features	Specific techniques used in writing and speech to create or support meaning. These features help convey ideas, evoke emotions, and enhance the overall effectiveness of communication. For example, imagery.

Literacy	The ability to read, write, speak, and listen in a way that allows individuals to communicate effectively and understand the world around them. It encompasses a range of skills, including reading, writing, speaking, and listening. Beyond these basic skills, literacy also includes the ability to use language to solve problems, access information and engage in lifelong learning.
Literary texts	<p>Written works that are valued for their artistic and aesthetic qualities. These texts often explore complex themes, emotions, and human experiences through creative language and storytelling. Literary texts can include various genres, such as:</p> <p>Novels: Extended fictional works that explore characters, plots, and settings in depth.</p> <p>Short Stories: Brief fictional narratives that focus on a single event or character.</p> <p>Poetry: Verses and poems that use rhythm, rhyme, and imagery to evoke emotions and ideas.</p> <p>Plays: Dramatic works intended for performance on stage, exploring dialogue and action.</p> <p>Essays: Prose works that reflect the author's personal views on a particular subject.</p>
Meaning making	Using knowledge, strategies, and awareness to derive or convey meaning when listening, speaking, reading, or writing; this requires an understanding of the forms and purposes of different text types and an awareness that texts are intended for an audience.
Metacognition	Involves being aware of and understanding their own thought processes, which helps them plan, monitor, and evaluate their learning strategies. Linked to the science of learning, this self-awareness enhances their ability to retain information and solve problems.
Mode	<p>Refers to the various forms and methods through which literacy is expressed and communicated. They are essential for developing comprehensive literacy skills, enabling individuals to effectively communicate and understand information in various contexts. These modes encompass a wide range of communication methods, including:</p> <p>Reading: Understanding and interpreting written text.</p> <p>Writing: Expressing thoughts and ideas in written form.</p> <p>Speaking: Articulating thoughts and ideas verbally.</p>

	<p>Listening: Comprehending and interpreting spoken language.</p> <p>Viewing: Interpreting and making meaning from visual texts, such as images, videos, and diagrams.</p> <p>Presenting: Using visual or multimedia elements to convey information or tell a story through dram or digital media.</p>
Morphological knowledge	An understanding of morphemes, the smallest units of meaning in a language, which can be prefixes, suffixes, or root words. This knowledge is crucial for reading, spelling, and vocabulary development.
Multimodal text	Multimodal texts combine two or more modes of communication to convey a message. These modes can include written words, images, videos, sounds and digital images. Examples of multimodal texts include picture books, websites, infographics, videos, and digital presentations.
Narrative text	A type of writing that tells a story or describes a sequence of events. The primary purpose of narrative texts is to entertain or inform the reader by presenting a coherent and engaging story. Organised around events and literacy elements such as setting, characters, and a problem/solution. For example, diary, biography/autobiography, personal narrative, fable/myth/legend/fairytale, poem, play.
Orthographic mapping	<p>The cognitive process through which a word is permanently stored in memory for instant and effortless recall. Orthographic mapping is crucial for developing fluent reading skills. It enables readers to recognise words automatically without needing to sound them out each time, which frees up cognitive resources for comprehension and higher-order thinking. Key aspects of orthographic mapping include:</p> <p>Letter-sound connections: Readers map the sounds they hear in a word to the letters they see.</p> <p>Pronunciation and spelling: The pronunciation of a word is linked to its spelling, allowing for quick recognition.</p> <p>Meaning: The meaning of the word is also stored, making it easier to understand and use in context.</p>
Phoneme	The smallest unit of sound in a language that can distinguish one word from another. For example, the sounds represented by the letters, “p,” “b,” “d” and “t” are phonemes because they differentiate words like “pad,” “bad,” and “bat”.

Phoneme-grapheme correspondence	Refers to the relationship between phonemes (the smallest units of sound in a language) and graphemes (the letters or groups of letters that represent those sounds in written form). This concept is fundamental in phonics, developing students' ability to hear, identify, and manipulate phonemes and understand their corresponding graphemes.
Phonemic awareness	An overall understanding of the sound systems of a language. For example, an awareness that words are made up of combinations of sounds.
Phonics	The knowledge of how phonemes can be represented by graphemes. It links phonological awareness (the ability to hear and work with spoken words, parts of words, and individual sounds) with written language.
Phrase	A small group of words within a sentence. It does not make sense on its own. This is because it does not contain a complete verb or a subject.
Simple sentence	A simple sentence must make complete sense or represent a complete thought on its own. Simple sentences are the building blocks of more complex sentence structures and are essential for clear and concise communication.
Self-regulation	The ability to understand and manage behaviour, emotions, and reactions to various situations. This skill helps children focus on tasks, control impulses, and interact positively with others, all of which are essential for learning and social development.
Summarising texts	Involves condensing the main ideas and key points of a longer text into a shorter version, using your own words. This process helps to provide a clear and concise overview of the original content without including unnecessary details.
Syllable	A single, unbroken vowel sound within a spoken word. They typically contain a vowel sound and perhaps one or more accompanying consonants. All words are made from at least one syllable. Syllables are sometimes referred to as the 'beats' of a word that form its rhythm, and breaking a word into syllables can help English learners with phonetic spelling.

Syntax	The rules followed to arrange words and phrases to create logical and grammatically correct clauses, and sentences. It involves the rules that govern the structure of sentences, including word order, sentence structure, and the relationship between words.
Systematic synthetic phonics	A method of teaching reading that emphasizes the relationship between letters (graphemes) and sounds (phonemes) in a structured and sequential manner. The 'synthetic' name comes from the synthesising or blending of sounds to make a word and enable children to read.
Split digraph	A vowel digraph which has been split up by another letter. For example: a-e as in "cake" i-e as in "five" o-e as in "code" e-e as in "sphere" u-e as in "rule"
Taonga tuku iho	Something handed down, a cultural property or heritage.
Text	Any language event (e.g., a speech, poem, poster, video clip, advertisement) that we require language skills to 'read'.
Text type	A particular kind of text with features and conventions linked to its purpose. For example, oral texts are spoken forms of communication, like speeches and conversations, while written texts are conveyed through writing, such as books and articles. Digital texts, created and accessed using technology, often include interactive elements like audio and video.
Text creator	An individual or group who creates texts in any mode and using any technology.
Transcription	Describes the act of converting spoken language into written form on the page or screen.

Trigraph	A cluster of three letters that collectively produce a specific single sound. It can be composed entirely of consonants or vowels, or it can be a mix of both.
Vowel	Words are built from letters which are either vowels or consonants. Vowels are A, E, I, O, U and sometimes Y. All syllables include vowels.
Vowel team	A spelling pattern where two or more letters are used to represent a single vowel sound.