

Glossary of Little Wandle Letters and Sounds Revised Terminology.

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Phonics

The method by which we teach children to read by recognising the connections between the sounds of spoken words (phonemes) and the letters that are used to write them down (graphemes).

Phoneme

The smallest unit of sound that can be identified in words.

Grapheme

A letter or group of letters used to represent a particular phoneme when writing.

GPC

This stands for the grapheme-phoneme correspondence, the letter-sound relationship between each element of the alphabetic code.

Oral blending/Sound Talk

A technique for the early practice of blending. The adult articulates each phoneme in a word separately in order. The children respond by saying the whole word aloud.

Blend

To combine individual phonemes into a whole word, working all the way through from left to right.

Segment

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

Digraph

A grapheme using two letters to represent one. With children, we frequently reinforce it with the mantra '*two letters, one sound*'.

Trigraph

A grapheme using three letters to represent one phoneme. With children, we frequently reinforce it with the mantra '*three letters, one sound*'.

Sound button

A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown below.

road



Mnemonic

It is a simple device used to assist the memory of a GPC. In this programme, it is a combination of an engaging picture with a letter and is used as a hook to help children remember a particular GPC when they first learn it, eg, soap that goat for oa.

Speedy sounds

The rapid recall of previously taught GPCs.

Speedy words

Fluent reading of previously read words containing known GPCs that are read without blending.

Tricky words

High-frequency words that, although decodable in themselves, cannot be decoded by children using the GPCs they have been taught up to that point.

Vowel sound

We have short vowel sounds with a fairly staccato pronunciation. These are the vowel sounds heard, for example in hat, bed, big, hot and tub. We have long vowel sounds with a more elongated pronunciation. These are the vowel sounds heard, for example in play, seed, high and farm.

Multi-syllable word

A word with more than one syllable.

Adjacent consonants

Two or more consonants that come together in a word without any intervening vowel. For example, 'd-r' in drop or 's-t-r' in strap.

Split vowel digraph

A digraph representing a vowel sound where its two letters are split by a consonant. For example, 'a_e' in take.

Alternative pronunciation

A different way of pronouncing a grapheme. For example, the letters 'ow' can represent the sounds 'ow' as in crown and 'oa' as in snow.

Alternative spelling

A different way of spelling a phoneme. For example, the sound 'w' can be represented in writing by 'w' as in wave and 'wh' as in what.

Prosody

The rhythmic and intonational aspect of speech known as expressive reading. It comprises of timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

Fluency

The ability to read accurately with speed and expression. Fluent readers read words automatically without needing to decode.