

**Foxhills Infant School
English Glossary**

| Term: | Definition: | Examples: |
|------------------------------|--|--|
| Additions | Something added to a child's written work, in order to improve it. | The [energetic] kitten jumped onto the [tall, wooden] fence. |
| Adjective | Adjectives (blue words) describe a noun and tell us more information about it. | The cake was delicious! There were colourful sprinkles on the white icing. |
| Adverb | Adverbs (green words) describe verbs. They tell us more information about the verb and they often end in <i>_ly</i> . | The dancer moved gracefully . Loudly the children cheered. |
| Alphabet | A set of letters in the English language from A – Z. | a b c d e f g h i j k l m n o p q r s t u v w x y z |
| Apostrophe | A punctuation mark (') that is either used to indicate possession or the omission of letters in contractions. | Sam's book / the child's work / shouldn't / he'll |
| Archaic Language | Words and phrases that were used regularly, however, are now less common. | thee / thou / afore / nary / therewith |
| Audible | Able to be heard, clearly and loudly. | The child can speak audibly and fluently, with an increasing command of Standard English. |
| Author | A writer of a book, article or document. | Michael Morpurgo / Roald Dahl / Julia Donaldson / Beatrix Potter |
| Blending | Combining sounds together, to accurately read phonetically decodable words. | ph o n i c s --> phonics |
| Blurb | A short description of a book, film or other product for promotional purposes. | We usually find a blurb on the back of a book. It is brief and it accompanies the text, enabling us to preview before reading. |
| Capital Letter | A letter used at the beginning of sentences, for the personal pronoun 'I' and for proper nouns. | A B C D E F G H I J K L M N O P Q R S T U V W X Y Z |
| Character | A person in a story, film or play. The mental and moral qualities that are distinctive to an individual. | Aunt Spiker is a character in James and the Giant Peach. Her character is spiteful and unkind. |
| Clarity | Communicating with coherence and clearness, so that their writing (or speech) can be easily understood. | In order for children to write coherently, they need to write with clarity and an awareness of the audience. |
| Classic | Literature that has been judged over a period of time to be of the highest quality and outstanding of its kind. | Alice in Wonderland is an example of classic children's literature. |
| Clause | A combination of words within a sentence. Main clauses make sense, whereas subordinate clauses rely on the main clause in complex sentences. | The children were very excited because it started snowing. |
| Comma | A punctuation mark (,) indicating a pause between parts of a sentence or used to separate items in a list. | In my lunchbox I had sandwiches, grapes, melon and a chocolate bar. |
| Command | A sentence that gives an order. These usually involve imperative verbs. | Spread the butter on the bread. Sprinkle the cheese on. |
| Common Exception Word | Words in which the English Spelling Code works in an unusual or uncommon way. | friend / again / because / beautiful / old / behind / child |
| Complex Sentence | A sentence containing a subordinate clause. See subordination. | When it is sunny, we will go on the nature trail. |
| Compound Sentence | A sentence containing two independent clauses. See coordination. | I enjoy eating chocolate but she prefers sweets. |
| Compound Word | A longer word created by combining two or more smaller words. | foot + ball = football / play + ground = playground |
| Comprehension | The ability to understand something. | An example of comprehension is how well a child can fully understand what they have read. |
| Conjunction | Conjunctions (pink words) are used to join clauses together. | Examples of coordinating conjunctions: for / and / nor / but / or / yet / so Examples of subordinating conjunctions: when / if / that / because |
| Contemporary | Contemporary literature means that it is occurring in the present. Typically, it therefore refers to very modern children's books. | Pug Hug – Zehra Hicks / Gnome – Fred Blunt / Smell My Foot – Cece Bell |
| Contents Page | The page in a book (usually a non-fiction book) that details a table of the books contents. | Children can use the contents page to find specific information in a non-fiction book. |
| Contraction | Contractions are multiple words which have been contracted to make one word, by the use of an apostrophe to represent omitted letter(s). They are often used in colloquial speech and writing. | wouldn't / couldn't / mustn't / they'll / it'll / we'll / you've / it's |
| Coordination | Coordination is used in writing to join two clauses by use of a coordinating conjunction, to create a compound sentence. | I like drinking tea. + My Mum likes drinking coffee. = I like drinking tea but my mum likes drinking coffee. |
| Corrections | Making a change to their writing in order to rectify errors. | I go to £ Foxhills and I am six years years old. |
| Cursive Handwriting | Writing in which all of the letters in a word (except for capital letters) are accurately joined by diagonal or horizontal joining strokes. | <i>I can join my handwriting properly using diagonal and horizontal joining strokes.</i> |
| Decoding | An ability to read written words by applying knowledge of GPCs and using sounding and blending. | Children can use phonics as well as other taught strategies to decode words. |
| Dictation | The act of verbally dictating words to be written down by children. | An example of a dictation is ' hold a sentence ' in RWI. |
| Digraph | A grapheme in which two letters are combined to represent one sound. | sh / ch / th / ng / nk / ay / ee / ow / oo / ar / or / ph / ew / oy / ea |
| Ditty | A short, simple phrase that is easily decodable. | a cat on a mat |
| Editing | Correcting, revising, making additions to, condensing or modifying a draft of writing, prior to publishing a final piece. | The trees swayed slowly in the gentle breeze. The birds sang sweetly , tweeted beautifully. |

| | | |
|--|---|--|
| End Marks | A punctuation mark used to demarcate the end of a clause or sentence. | full stops / question marks / exclamation marks |
| Exclamation | A sudden cry or remark expressing surprise, strong emotion or pain. | Help! Wow! Go away! Amazing! |
| Exclamation Mark | An exclamation mark (!) is an end mark, used to punctuate an exclamation. | Look! No! Stop! I love it! |
| Expression | Reading with feeling that matches what it means. | Reading with expression is one of the best ways for listeners to understand the meaning of the content being read. |
| Fairy Story | A totally fictional children's tale about magical and imaginary beings and lands. | Cinderella / Aladdin / Beauty and the Beast / The Magic Ring |
| Fluent | Smooth, effortless reading. | Children who can read with speed, accuracy and proper expression , read fluently and this helps them to fully comprehend the content. |
| Font | Text: a particular type face and size. | DIFFERENT FONTS can be used for effect within written extracts. |
| F-r-e-d Fingers | Saying the word out loud and segmenting the sounds in the correct order, in order for them to accurately sequence the letters needed to spell the word. | phonics → <u>ph</u> <u>o</u> <u>n</u> <u>i</u> <u>c</u> <u>s</u> |
| F-r-e-d In Your Head | The skill required to mentally sound and blend phonemes in sequence in order to read a word. | The child will whisper (or mentally) sound the individual phonemes e.g. F-r-e-d and blend to read the word 'Fred'. |
| F-r-e-d Talk | The skill required to sound and blend phonemes out loud, in sequence in order to read a word. | The child will sound the individual phonemes e.g. F-r-e-d and blend to read the word 'Fred'. |
| Full Stop | A piece of punctuation (.) used to demarcate the end of a statement, suggesting that there is nothing more to say on that topic. | The little kitten was very sweet. |
| Grammar | The system and structure of the English language. | syntax / semantics / linguistics / phonetics |
| Grapheme | The smallest meaningful unit of writing. | Graphemes can be made up of single letters or multiple letters e.g. digraphs and trigraphs. |
| Grapheme – Phoneme Correspondence | The relationship between sounds and the letters that represent them. | The phoneme 'ow' as in 'brown cow' can be represented by 'ow'. 'ou' is also a grapheme that makes the same sound in 'shout it out'. |
| Handwriting Families | Groups of letters that are formed in a similar way, starting in the same direction. | <i>c a d g e s f o q</i> <i>r n m h b k p</i> <i>l t i j u y</i> <i>z x n w</i> |
| Homophones | Two or more words that have the same pronunciation but different meanings and/or spellings. | to / too / two their / they're / there see / sea which / witch |
| Inference | Drawing a conclusion based on evidence and reasoning. Making an educated guess. | Text: 'Sam woke up. He was in pain. Mum took Sam to the dentist.' Child: 'I think Sam's tooth was hurting.' |
| Information | Facts provided or learned from something or someone. | Non-fiction texts provide facts and information. |
| Intonation | The rise and fall of the voice when speaking. | The pitch of a child's voice when reading. |
| Joining Strokes | Diagonal and horizontal pencil strokes used to join letters together when using cursive handwriting. | Leading in strokes are also used in pre-cursive handwriting. <i>cursive handwriting pre-cursive handwriting</i> |
| Letters | A character or symbol in the alphabet that represents one or more spoken sounds. | a b c d e f g h i j k l m n o p q r s t u v w x y z |
| Narrative | A spoken or written account of connected events, such as a story. | stories, letters, diary entries etc. |
| Narratively Complex | Stories with multiple plot lines or those narrated by an unreliable character. | The Day the Crayons Quit – Oliver Jeffers |
| Near-homophone | A word which is pronounced almost the same as another word but has a different spelling and meaning. | accept / except our / are |
| Non-fiction | Informative and factual writing. | Frogs are amphibians because they can survive in water or on land. |
| Non-linear Time Sequence | Stories where time moves in fits and starts, doubling back on itself at times, such as flashbacks. | The Summer My Father Was Ten – Pat Brisson |
| Noun | Nouns (orange words) are people, places or things. They tell us who, what or where. Also see: proper nouns and pronouns. | children / school / plant / flower / bushes / animals |
| Noun Phrase | A group of words containing a noun, functioning within a sentence. | the boy / a girl / my family / our house |
| Past Tense | A tense expressing an action that has previously happened or a state that has previously existed. | The children were pleased that they watched a film at school. |
| Perform | The act of presenting a previously practised presentation or speech. | Once the children had practised their poem, they performed it to their teachers. |
| Phoneme | The smallest unit of sound in spoken language. | single sounds, digraphs and trigraphs |
| Phonics | The method required to teach children to correlate graphemes and phonemes in order to read and spell. | Read, Write, Inc. is our chosen phonics scheme. |
| Phrase | A small group of words, standing together, usually forming part of a clause. It doesn't have both a subject and a verb. | the tiny mouse / very cute / in the corner |
| Poetry | Literary work in which feelings and ideas are expressed, sometimes involving rhyme, rhythm and imagery. | The Owl and the Pussycat / The Sound Collector |
| Possession | The state of having, owning or controlling something. Children learn to use the possessive apostrophe to show this. | the teacher's pencil case / the kitten's collar |

| | | |
|----------------------------|--|--|
| Pre-cursive | Pre-cursive handwriting is the transition between printing and cursive handwriting. Children need to learn to form letters with leading in and out strokes, but not yet join them. | a b c d e f g h i j k l m n o p q r s t u v w x y z |
| Prediction | A forecast of things to come in future. | 'I think that the story will have a happy ending and that they will become friends again.' |
| Prefix | Something that we add to the beginning of a root word in order to change its meaning. | usual → un usual / zip → un zip / do → un do / tie → un tie |
| Present Tense | A tense expressing an action that is currently happening or a state that currently exists. | The children are play in the playground. |
| Progressive Tense | An action or state that is continuing to happen. | The children are playing happily in the playground. |
| Pronoun | Pronouns are a type of noun (therefore also orange words), but they are used to replace nouns. | he / she / we / they / I / you |
| Proofread | An act of carefully re-reading written work and marking any errors, in order to make corrections. | I go to £ Foxhills and I am six years years old. |
| Proper Noun | Proper nouns are a type of noun (orange words), however, these refer to specific people, places or things. They always start with a capital letter. | Achiever Ace / Foxhills Infant School / Ashurst / January / Saturday |
| Punctuation | Marks used in writing, in order to separate sentences or elements of sentences, to clarify meaning. | capital letters / full stops / commas / question marks / exclamation marks |
| Pure Sounds | Pure sounds – the correct and clear pronunciation of a phoneme. | 'd' rather than 'der' / 'c' rather than 'cur' |
| Question | A sentence worded or expressed in a way that means it requires an answer. | Who would like to go and play outside? What is the time? |
| Question Mark | A piece of punctuation (end mark) (?) that is used to demarcate a sentence. | How old are you? Where do you live? |
| Recite | To repeat aloud by memory. | The children recited a poem. |
| Register | A degree of formality in language. | The difference between formal or informal spoken language or writing. |
| Repetition | Repeating something for effect, either in spoken or written language. | Down, down, down the dark, dark street they trudged. |
| Resistant Text | Resistant texts are deliberately written to resist easy comprehension. Poems often fall into this category of text. | Lost and Found – Oliver Jeffers |
| Retell | To tell something (such as a story) again, possibly differently, or in their own words. | The children wrote a recount , to retell the events of their school trip. |
| Revisions | The act of revising something, such as a piece of writing. | emending / correcting / adapting / altering / re-drafting |
| Rhyme | Correspondence of sound between words or the ending of words. | at / sat / cat / bat / fat / flat / mat / rat / spat / pat / tat / chat |
| Root Word | Also known as base words, root words have no suffixes or prefixes. | rabbit / walk / jump / dress / hope / help / care / wonder |
| Segmenting | Dividing a word into individual sounds in order to spell it. | F-r-e-d fingers |
| Sentence | A complete set of words that contains a subject and a verb and makes sense. The purpose of a sentence is to give meaning. | statements / questions / exclamations / commands |
| Setting | A place or type of surroundings where a story takes place. | castles / school / countries / imaginary lands / jungles / beaches |
| Sequence | A particular order in which related things follow each other. | events within a story / graphemes to spell / phonemes to blend |
| Simple Sentence | A sentence consisting of only one clause. | The beautiful kitten played in the sunshine. |
| Sound Buttons | Dots or lines written underneath graphemes, to aid reading. | ch ur ch |
| Sounding | The process of articulating individual sounds within words in order to blend to read them. | phonics → ph o n i c s |
| Special Friends | Special friends refer to graphemes during which more than one letter represents a phoneme. | digraphs, trigraphs, split digraphs etc. |
| Spelling | The process of sequencing the letters needed to write a word. | ph o n i c s → phonics |
| Stamina for Writing | Endurance – the ability to keep writing at length. | Children being able to sustain coherent writing for a length of time, appropriate to their age, stage and ability. |
| Standard English | The form of the English language that is considered as the ideal use of spoken and written language for educated native speakers. | encompassing grammar, vocabulary, spelling and pronunciation |
| Statement | A sentence that declares a fact, opinion or idea. | There are six classes in Foxhills Infant School. |
| Stories | An account of imaginary or real people and events told for entertainment. | The Tale of Benjamin Bunny / The Gruffalo |
| Subordination | A feature used in writing where subordinating conjunctions are used to form complex sentences. | When I grow up I want to be a teacher because my mummy is one. |
| Suffix | Something added to the end of a root word, in order to change its meaning. | wish → wish ing / climb → climb ed / wonder → wonder ful |
| Syllable | A unit of pronunciation with one vowel sound. | water = two syllables / competition = four syllables |
| Symbolic | A complex figurative text on a symbolic level. | Eat Your Peas – Kes Gray |
| Synonym | Words that have similar or a related meaning. | hot / boiling / burning / scorching |
| Text | A written or printed piece of work. | The main text is the bulk of writing within a book or article. |
| Title | The name of a book, composition or other piece of work. | Every poem, story or non-fiction text needs an appropriate title. |
| Traditional Tale | A story that has been told and re-told for many years and therefore becomes a story that almost everybody knows. | Little Red Riding Hood / Goldilocks and the Three Bears |
| Trigraph | A grapheme in which three letters are combined to represent one sound. | igh / ure / air / are |

| | | |
|--------------------|--|--|
| Tripod Grip | Grip involving the thumb, index and middle finger. | Children usually develop a tripod grip at around age three or four and it is used for fine motor tasks such as holding a pencil or fastening buttons . |
| Verb | Verbs (yellow words) are action or doing words. | ran / painted / laughing / go / went / thought |
| Vocabulary | The body of words used in the English language. | Children must be taught to understand and use rich vocabulary, which should be promoted and modelled by adults. |
| Word | A single distinct meaningful element of speech or writing, used either alone or used to form part of a sentence. | nouns, verbs, adjectives, adverbs, conjunctions etc. |