


Glossary

Blend (vb)	To draw individual sounds together to pronounce a word: for example, s-n-a-p, blended together, reads 'snap'.
Blending hands 	Clap your hands (silently) as you blend the sounds together to say the whole word.
Consonant	A speech sound in which the breath channel is at least partly obstructed and which can be combined with a vowel to form a syllable (i.e. the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).
Decoding	Extracting meaning from symbols. In the case of reading, the symbols are letters, which are decoded into words.
Decodable text	A text which is entirely decodable based on the sounds and graphemes that have been taught. A child will not encounter a 'tricky' or HRS word that they have not yet been taught, nor will they be asked to 'guess' what sound a grapheme represents. ELS includes linked decodable readers, to ensure that every child is able to decode independently and re-read the books until they achieve fluency. Children begin using decodable readers from the first days of teaching.
Digraph	Two letters making one sound: for example, <ch>, <th>, <sh>, <ng>.
Encoding	Writing involves encoding: communicating meaning by creating symbols (letters to make words) on a page.
Grapheme	A letter or a group of letters representing one phoneme: for example, <sh>, <ch>, <igh>, <ough> ('though').
Grapheme–phoneme correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter–sound correspondence'.
Harder to read and spell (HRS) words	Words that children will find harder to read and spell as they will not have been taught the relevant GPCs.
Phoneme	The smallest single identifiable sound: for example, the letters 'sh' represent just one phoneme (/sh/) but 'sp' represents two (/s/ and /p/).

Robot arms



When sound-talking a word (orally segmenting it into the phonemes within the word), Reading Teachers and children use robot arms to physically make the link between the separating of the sounds. This assists children in hearing the separate sounds within the word and ensures that they do not form 'consonant clusters' or 'onset and rime', which are not part of the ELS programme. The word is said in 'robot talk' and then blending hands are used to blend the word.

Segment (vb)



To split up a word into its individual phonemes in order to spell it: for example, the word 'cat' has three phonemes /c/ /a/ /t/. Children are asked to count the individual sounds in the word to help them to spell it.

Sound-talk

Oral sounding out of a word: for example, c-a-t.

Split digraph

Two vowels that make one sound but are split by one or more consonants: for example, <a-e> as in 'make' or <i-e> as in 'inside'. There are six split digraphs in the English language: <a-e>, <e-e>, <i-e>, <o-e>, <u-e>, <y-e> (as in 'type').

Stretch



Elongate the sounds in a word to allow you to hear each sound clearly: for example, 'caaarr'.

Trigraph

Three letters making one sound: for example, <igh>.

Vowel digraph

Two vowels that together make one sound: for example, <ai>, <ee>, <oa>.