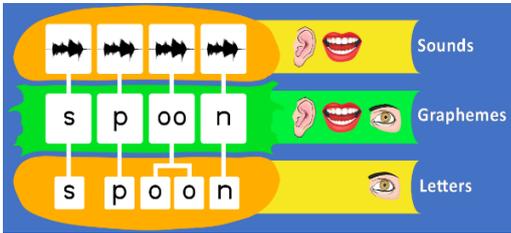
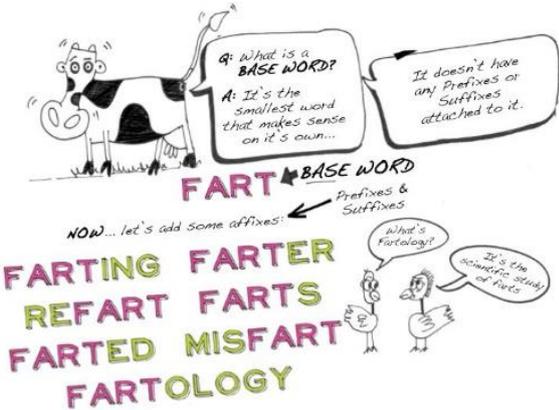


BILL'S GLOSSARY TO HELP MAKE UP FOR WHAT YOU WEREN'T TAUGHT IN TEACHER TRAINING!

<p>Analytic Phonics</p> 	<p>A form of phonics that encourages <i>analysis</i> of an unknown word by taking clues from visual properties of the whole word, its initial sound and the context, rather than decoding the entire word. This is a hit and miss word recognition approach which encourages <i>guessing</i> as a first reading strategy.</p>
<p>Balanced Literacy</p>  	<p><i>Balanced Literacy</i> is a "philosophical orientation that assumes that reading and writing achievement are developed through instruction and support in multiple environments using various approaches that differ by level of teacher support and child control" (Fountas & Pinnell, 1996). Although phonics, decoding, and spelling may be taught in word study lessons, the skills typically are not emphasized and rarely taught systematically (Spear-Swearling, 2019).</p> <p>Rather, students are encouraged to use word analogies and pictures or context to identify words. Balanced Literacy instruction is focused on shared reading (e.g., the teacher reads aloud to students and asks questions about the text), guided reading (e.g., students read texts at their current ability level and discuss them with the teacher in ability groups), and independent reading (e.g., students self-select books to read on their own).</p> <p>Source: Balanced Literacy is inferior to Structured Literacy (including Structured Synthetic Phonics) because it leaves too many students behind, particularly students with disorders of reading.</p>
<p>Decoding</p>	<p>The ability to convert graphemes (letters and groups of letters) on the page accurately to sounds (phonemes) that you hear in your mind. It's how sounds are lifted off the page. It's a fundamental reading skill.</p> <p>A convergence of reading research has shown that strong readers are strong decoders and poor readers are poor decoders. Poor readers have been consistently shown to use word attack strategies based on contextual guessing, not phonic decoding.</p> <p>Phonic decoding has an overwhelming body of research evidence supporting it as the most effective word attack strategy. Strong decoders are able to commit previously unfamiliar words after a few decodes to their <i>sight word bank</i>, so next time it is read it will be instantly recognisable (on sight – in about 0.2 of a second). Poor decoders (if taught poorly) often rely on the <i>crutch of context</i> (see <i>three-cueing systems</i>) and store unfamiliar words inefficiently (see Share's self-teaching hypothesis).</p> <p>Non-word reading assessments are the best indicator of a student's decoding and should be part of every schools' reading assessment battery. These sort the <i>decoders</i> from the <i>guessers</i> (who eventually flatline around year 4).</p>

<p>Encoding</p>	<p>The ability to take a Phoneme (sound) in your head and convert it to a series of letters (graphemes) to put in print. Improved encoding does not automatically follow improved decoding.</p>
<p>Dyslexia</p>	<p>A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (International Dyslexia Association)</p>
<p>EDI</p>	<p>Explicit, Direct Instruction: A form of teaching where a teacher has such mastery over content that they can break it down and directly teach it part by part. In EDI, the TAPPLE model is followed, where the skill or concept is directly</p> <p>Taught to the group, understanding is checked by the teacher... Asking a question to the whole group and... Pausing for the group to think about and process. The teacher then... Picks a non-volunteer to answer the question. The student's response is Listened to and... Effective feedback is given.</p> <p>EDI is a trademarked approach but is based on Direct Instruction (developed by Siegfried Engelmann). Direct / Explicit modes of teaching have a far greater effect size than inquiry-based methods (Hattie).</p>
<p>Grapheme</p>	<p>A letter or group of letters that spell a phoneme (sound). The word <i>cat</i> has three graphemes:    that spell its three phonemes: /k/ /ă/ /t/. The word <i>boat</i> also has three phonemes: /b/, /ō/, /t/ that spell its three graphemes:   .</p> <div data-bbox="368 1106 879 1339">  </div> <p>Dr. Bartek Rajkowski's (The Reading Doctor) <i>Word Burger</i> explains the relationship between phonemes, graphemes and letters very nicely. <i>Graphemes</i> are how the creators of the English spelling system (aka English orthography) solved the 26/44 problem.</p>
<p>Irregular words</p> <p>(called <i>heart words</i> by some programs)</p> 	<p>Words that contain graphemes that do not have a typical (regular) correspondence to phonemes. In spite of this, some of English's most irregular words are still mostly regular e.g. 'yacht' has 3 phonemes, and 3 graphemes, 2 of which are completely decodable. Only the 'ach' grapheme, spelling the (ɔ) sound must be learned by sight.</p> <p>Our language consists of about 80% regularly spelled words and 20% irregularly spelled words.</p> <p>https://www.spelfabet.com.au/2012/11/irregular-words/</p>

<p>Levelled Readers</p> <p>aka</p> <p>Non-Phonic readers</p> 	<p>Readers that introduce graphemes to readers in an uncontrolled way independent of any phonic structure (before these graphemes are explicitly taught to students).</p> <p>These are sometimes called <i>inconsiderate texts</i> as they are <i>inconsiderate</i> to what graphemes students have been explicitly taught, and therefore, encourage developing readers to use 3 <i>cueing</i> word attack strategies (guessing the word from context or from the picture and discourages decoding as a primary word attack strategy).</p> <p>For an excellent explainer video about decodables, See Alison Clarke’s video: https://www.youtube.com/watch?v=jiyzP3j7jbk</p>
<p>Morphology</p> <p>See The Word Cracker resource</p> 	 <p>The study of morphemes – the smallest units of meaning in words.</p> <p>Morph meaning to change, eme meaning smallest part of.</p> <p>Words can contain <i>bases</i> or <i>roots</i>, <i>prefixes</i> and <i>suffixes</i>. The word <i>rewriting</i> has 3 morphemes: The prefix <i>re</i> that means to do again, the root word <i>write</i> which is the verb and the suffix <i>ing</i> that implies it is in the present tense. <i>Tractor</i> has two morphemes – the root <i>tract</i> which means to draw or pull and the suffix <i>or</i> which means <i>a person or thing that does something</i>.</p> <p>All of these morphemes carry meaning. When students are explicitly taught morphology, the benefits to their reading and spelling are vast, as suffixes and prefixes are easily decodable. Morphological knowledge compliments what they know about syllables and their vocabularies are naturally expanded as morphemes add deeper meaning to basic words.</p> <p>Many of English’s spelling rules have to do with how suffixes are added to base or root words.</p> <p>For an excellent short article on Morphological Awareness by the International Dyslexia Association go to: https://app.box.com/s/hheu57q67b8szxoxg2rfzzfcxi934tx9</p>
<p>Orthography</p> <p>Ortho = straight (correct) Graph= writing</p>	<p>The conventional spelling system of a language. In other words, the correct (straight) writing (graph) of words.</p> <p>English is a complex orthography because of the 26/44 problem (44 sounds and only 26 letters to spell them with). Finnish and Italian are among the simpler orthographies because there’s an almost total correspondence between the number of phonemes and letters. Kids learn to read fluently much faster in languages with simpler orthographies.</p>

Orthographic Processing

The ability to quickly and accurately identify (and recall) the correct spelling of a grapheme, or word by its look. In other words, how you know a word is spelled right or wrong by its look.

Words have phonic (sound) and orthographic (letter order) features that are both processed in the brain. Naturally strong spellers have innately efficient orthographic processing. This means their brains quickly and easily store and recall (for spelling) correct letter strings for different words. They easily intuit which letter strings should go in which words and where they should go in the word without needing knowledge of spelling rules or morphological rules. In other words, they easily and accurately store and recall the correct letter strings (letter order) for words. This is important in an orthography where there are multiple spellings for sounds depending on the word.

As an example, below is the word *smoke* with three common spellings of the long (ō) vowel phoneme. In English, o-e, oa or ow are all common spellings for this sound.

smoke *smoak* *smowk*

A person with strong orthographic processing will easily store the correct letter string for *smoke*, but will also be unconsciously aware of the *oa* in *cloak* and *ow* on the end of *show*. Once these words are learned, they will rarely choose the wrong grapheme for the (ō) vowel phoneme. Without being able to explain where oa and o-e are used, they will unconsciously know which to use in which words and will know that ow usually goes on the end of base words, but will also know the exceptions like *toe*.

So, strong spellers are typically born, but many need to be made through excellent spelling instruction.

Even though there are plenty of kids who will be naturally strong spellers because of their strong phonic and orthographic systems, everyone does better when all students get high quality instruction on phonics, spelling rules, positional frequency of long vowel spelling, morphology, and etymology (word origin) to compensate for orthographic processing weaknesses.

Orthographic processing is NOT visual memory. Visual memory is **not** involved in word storage.

Orthographic mapping	<i>Understanding Orthographic Mapping took me a few years but it's crucial knowledge because it is how kids learn to read and spell whole words</i>
aka	First theorised by researcher Linnea Ehri, <i>Orthographic mapping</i> is the process competent readers use to store newly decoded (unfamiliar) words so that in future encounters with that word or similar letter strings they are able to automatically recall that word or letter string without needing to go through the decoding process.
Bonding	The new word becomes a <i>sight word</i> in the true meaning of the word in that it can be instantly recognised on sight.
	Once a new word has been phonically decoded a few times, which requires excellent awareness of the sounds in the word (advanced phoneme awareness) and a well-developed phonic knowledge, the word or letter string is associated with (i.e., mapped to) other similar word patterns (and their sounds and meanings) already stored in long-term memory.
	See how orthographically mapping the <u>oi</u> letter string builds to mapping longer letter strings: <u>oil</u> , <u>oin</u> , <u>oid</u> and then assists in the mapping of longer words:
	<p style="text-align: center;"><i>oil, soil, toil, coil, spoil, boil, broil, embroil, embroiled, loin, coin, coins, coined, void, avoid, avoided, recoil, recoiled ...</i></p>
	Teachers of early readers can recognise when students' reading seems to <i>take off</i> – and they begin reading many words with fluency and attacking unknown words effectively. The slow, laborious decoding of unfamiliar words seems to tail off and is replaced with fluency. It's as if their reading engine fires up and runs faster and faster the more they read. This is because they have begun to orthographically map.
	Students with reading difficulties like dyslexia need targeted and intensive intervention with a focus on phonological awareness and structured synthetic phonics to bring them closer to orthographic mapping. Many will get there with high quality intervention, some may not, depending on the severity of their phonological difficulties.
	Stephen Parker has written a stunning piece titled 'Creating a Skilled Speller' that does a good job – it's a 12 minute read. https://www.parkerphonics.com/post/creating-a-skilled-speller
	Check out: https://www.reallygreatreading.com/content/make-tricky-sight-words-sticky-really-great-reading-blog
	For more in depth stuff, see: https://www.tandfonline.com/doi/full/10.1080/10888438.2013.819356?src=recsys&
Phonics	The business of teaching developing readers to link phonemes (the 44 phonemes you have in your head) to the lines and squiggles (letters that make graphemes) on a page. To do phonics, you need to be looking at letters.
Phoenician alphabet	Any alphabet where letters (graphemes) represent sounds (phonemes). English is based on the Phoenician alphabet that was developed in Ancient Phoenicia (now Syria) around the 15 th Century BC.

Phoneme	The smallest unit of speech sound in a word. The word <i>Cat</i> has three phonemes: (k), (ă), (t)
Phonemic Awareness aka Phoneme Awareness	<i>Phonemic awareness</i> is a subset of <i>Phonological Awareness</i> . It's an advanced set of Phonological Awareness skills where single phonemes are manipulated within words and syllables. Phonemic Awareness involves the ability to easily and quickly focus on and manipulate (chop out, replace, move around) individual sounds (phonemes) in spoken words. Students at risk of reading difficulty usually often have phonological processing difficulties that result in poor phonemic awareness. The good news is that phonological awareness can be developed through a number of activities. (source: Reading Rockets) <i>You can do phonemic awareness tasks with your eyes closed.</i>
Phonic readers aka decodable readers aka Phonically controlled readers aka Decodables	Readers that control the graphemes within the text in line with the graphemes that have been explicitly taught within a synthetic phonics structure. Because students have already had exposure to these graphemes through explicit teaching, they can decode the words using their existing phoneme-grapheme knowledge and guessing is not necessary. Any necessary irregular (heart) words like <i>said</i> , <i>saw</i> or <i>was</i> are identified (usually on the back of the reader) and taught explicitly with a focus on the phonemes and the graphemes that spell them so students can easily identify the irregularly spelled phonemes.
Phonological awareness	A broad skill set that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.' (source: Reading Rockets) <i>You can do Phonological awareness tasks with your eyes closed.</i> These skills are the best predictor of later reading success or failure and teaching them across the school will reduce later reading problems by between 50 and 75 percent (National Reading Panel US, 2000)
Sight Word 	A word that has become permanently stored in a person's <i>sight word bank</i> (orthographic lexicon) as a result of phonic decoding. When seen, <i>a word that has been stored as a sight word jumps off the page</i> for the reader (just like these words are for you right now) and the word's correct pronunciation and meaning are instantly and effortlessly retrieved by the brain in about one fifth of a second. Sight words <i>pop</i> and it cannot be suppressed. <i>Orthographic mapping</i> is the process by which unfamiliar words are stored as sight words. Check out: https://www.reallygreatreading.com/content/make-tricky-sight-words-sticky-really-great-reading-blog

The Simple View of Reading (SVR)

Reading (Comprehension) = decoding x language comprehension

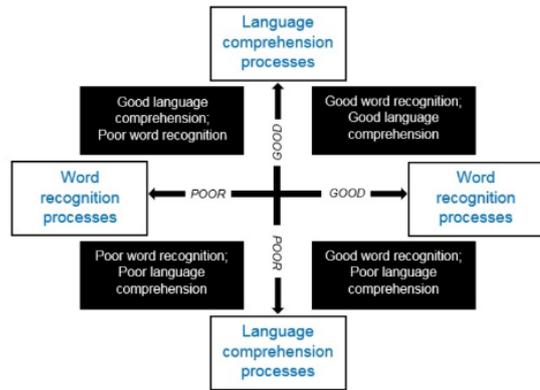
The Simple View of Reading, developed by Gough and Tunmer (1986) is a formula demonstrating the widely accepted view that reading has two basic components: *word recognition* (decoding) and *language comprehension*. Research shows that a student's reading comprehension score can be predicted if decoding skills and language comprehension abilities are known.

This model is also often shown as a 4 quadrant diagram

Sources:

Reading Rockets website

teachermagazine.com



Structured Literacy

Structured Literacy instruction is the umbrella term used by the International Dyslexia Association (IDA) to unify and encompass evidence-based programs and approaches that are aligned to the Knowledge and Practice Standards (KPS; Cowen, 2016). IDA defines KPS as "the knowledge and skills that all teachers of reading should possess to teach all students to read proficiently."

Structured Literacy approaches are effective at helping students with learning disabilities in the area of reading, such as dyslexia, learn to read and write (Spear-Swerling, 2019). Put simply, Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels.

Source: <https://iowareadingresearch.org/blog/structured-and-balanced-literacy>

Syllable

A beat, clap, bump or jaw drop in a word. Every syllable must have a vowel sound in it. There are 7 types of syllables in English but sometimes it's simplified to 6, when vowel teams and diphthongs are combined and just called vowel teams.

7 Syllable Types

1	Closed 	A syllable in which a single vowel is followed by a consonant. The vowel is usually short.	VC	cat rab/bit nap/kin
2	Open 	A syllable ending with a single vowel. The vowel is usually long.	V	ti/ger ba/by pa/per
3	Magic e 	A syllable with the long vowel-consonant-silent e pattern.	VCe	bake pine bone
4	Vowel Team 	A syllable containing two letters that together make one vowel sound.	V, VC	team float seed
5	r-controlled 	A syllable in which the vowel(s) is followed by the single letter r. The vowel sound is "controlled" by the r.	vr	car bird fort
6	Diphthongs 	A syllable containing two vowels in which a new vowel sound is formed by the combination of both vowel sounds.	(VV)	boil cloud look
7	Consonant -le 	An unaccented final syllable containing a consonant and -le.	cle	bub/ble sta/ple cir/cle

Typically developing readers build an intuitive sense of where syllable boundaries are in words and can effortlessly *chunk* words as they read and spell them.

Knowledge of syllable types tell us what sound a vowel should make in a particular syllable. English doesn't use coding (diacritical marking) above vowels like some other languages, so we have to be able quickly recognise a syllable type to know how to say the vowel sound.

Approximately 30-40% of students need explicit, direct instruction in the syllable types to develop their reading and spelling, so we may as well teach them to all kids!





Diagram source: <https://blog.maketaketeach.com/wp-content/uploads/2013/12/7-syllables-blog-pic.png>

Dr. Maria S Murray – “Syllable Patterns and Syllable Division” Great explainer video: <https://www.youtube.com/watch?v=CWFxhWKxW9o>

Synthetic Phonics

Synthetic Phonics involves no guessing of unknown words! It is the *synthesising* (bringing together) of phonemes (sounds) to come to a pronunciation of a word (decoding) or the spelling (encoding) of a word.

Synthetic Phonics has a convergence of empirical evidence supporting its effectiveness over other types of phonics.

The 26/44 Problem



English has 44 phonemes and only 26 letters. This means that there are many phonemes that don't have a single letter that spells it. This was solved by taking 2,3 or 4 letters and putting them together to spell a phoneme:

'ch' like in 'chop' 'oo' like in 'poo'
'sh' like in 'ship' 'ng' like in 'ring'

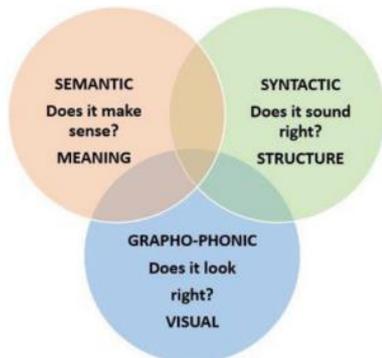
This 26/44 problem makes English a more complex orthography (spelling system) than other sound-based alphabets.

The Three Cueing Systems

(aka multi-cueing or searchlight model)



A discredited word attack strategy (never actually was credited) but still widely taught, that encourages readers to attack unfamiliar words using:



1. **semantic cues** (can I guess the word from the meaning of the words around it?),
2. **syntactic cues** (can I guess the word from its place in the sentence?) and
3. **grapho-phonics cues** (can I work out sounds from some of the phonemes I already know?)

This is all good until you strike a word you've never seen (outside your sight word bank) or heard (outside your vocabulary) before. Old-school levelled readers are based on the 3-cueing strategy, therefore are a big reason Australian schools pump out a horrifying number of students who can't read.

<https://www.spelfabet.com.au/2016/08/multi-cueing-teaching-the-habits-of-poor-readers/>

<https://fivefromfive.com.au/the-three-cueing-system/>

<p>Whole Language Approach</p>	<p>A scientifically disproven view of reading development that believes that learning to read is a <i>natural process</i> that will come about through exposure to words (just like we learn to speak through exposure to language).</p>
<p>Whole Word Approach</p>	<p>Whole language places a strong emphasis on meaning (semantics) as a word recognition strategy (three cueing) and downplays the importance of decoding and phonics.</p>
	<p>Whole language proponents are concerned that a focus on phonics comes at the expense of exposure to rich vocabulary and meaning, therefore, producing readers who can decode, but not comprehend.</p>
	<p><i>Whole word</i> approaches promote the learning of unfamiliar words as whole visual units, without an emphasis on phonic decoding (based on the misconception that this unnecessarily slows reading and affects understanding). Whole word approaches highlight a misunderstanding of how words are stored as sight words (orthographic mapping).</p>