



Chestnut Lane Phonics Dictionary

Children will be introduced to some of the following terminology in phonics lessons:

Adjacent consonants	two or more consonants next to each other in a word (e.g. hand , stop , spring). Beware! They are not digraphs as they make separate, distinct sounds .
Blending	recognising the letter sounds in a written word e.g. c-u-p and merging or synthesising them in the order in which they are written to pronounce the word e.g. 'cup' used for reading
Buttons • and Bars —	buttons are used to show where one letter makes one sound (s, a) bars are used where two or more letters make one sound (ch, igh)
CVC	C onsonant/ V owel/ C onsonant
Decodable words	words that can be read using phonic knowledge e.g. it, and, but
Digraph	two letters that make one sound a consonant digraph contains 2 consonants (e.g. ch , ck , th , ng , ll) a vowel digraph contains at least 1 vowel (e.g. ai , ee , oa , oo)
Grapheme	a written representation of a phoneme (the letter, or letters representing the sound)
Phoneme	smallest unit of speech sound (the sound)
Polysyllabic	words with more than one syllable
Pure sounds	enunciating the phoneme in the purest sound possible e.g. sssssss not suh or c not cuh
Quadgraph	four letters that make one sound e.g. igh (as in eight) ough (as in caught)
Segmenting	identifying the individual sounds in the spoken word (e.g. him = h-i-m) and writing down letters for each sound in the word used for spelling
Split digraph	a digraph in which the letters making the sound are not next to each other (e.g. make , kite)
Syllable	a unit of pronunciation, children are encouraged to identify the number of syllables in words in Phase 4 e.g. chim / pan / zee
Tricky words (Common Exception Words)	words that cannot be read using phonic knowledge and have to be learnt/memorised using other strategies e.g. we , said , what as children progress through the Phases, words that were once tricky will become decodable .
Trigraph	three letters that make one sound (igh ear air ure)