

Read, Write Inc Glossary of Terms

Word	Meaning
Sounds	The sounds we teach the children to say when they see a letter from the alphabet or a group of letters that combine to make one sound, e.g. M makes a mmmmmmm igh makes the sound 'i' in words such as 'light' 'sight'
Speed sounds	When we practise the sounds at speed. The children look and say the sounds written on the different flash cards. They also practise reading 'speed sounds' using the chart at the front of their reading book with their partner.
Green words	Words that contain only sounds the children have been taught. This means they can Fred talk the word and blend it to read.
Fred talk	Fred is the green frog who can only speak in sounds. So Fred talk is when the children sound out each sound to help them blend and read the word. "Try Fred talking that word"
Blend	After we have Fred talked a word we put the sounds together to say the complete word. This is blending.
Red words	These are the tricky words that cannot be sounded out with Fred talk because they do not following the spelling rules, e.g. 'the' 'all'
Magnet eyes	When the teacher asks for 'magnet eyes' this is the signal for the children to look at their teacher.
Stop	When the teacher holds their hand up in the air this is a silent signal that means stop.
Speed words	A selection of words the children have read in their reading book are written in a table for them to practise reading at speed (on sight) without Fred talk.
My turn, your turn	The teacher places their hand on their chest to signal it is their turn to talk. The teacher stretches their hand out with their palm facing upwards to indicate to the children it is their turn to repeat what has been said.
Praise	We use words with actions to praise the children, e.g. fantastic, 'give yourself a whoosh' 'high five'.
Think out loud	When a teacher reads a book they model how to 'think out loud'. They explain what the book makes them think of, or comment on events or words they find interesting or tricky.
Build a sentence	When we verbally create a sentence about something using the children's ideas as a starting point. E.g. <i>The cat was sleeping.</i> We can talk about and introduce adjectives that we use to describe the cat. <i>The big, black cat was sleeping.</i> We can talk about and introduce even better adjectives to improve the sentence further. <i>The huge, jet black, weary cat was sleeping.</i> We can add more information to explain where, when or how something is happening. <i>The huge, jet black, weary cat was snoozing quietly on the damp pile of washing by the back door.</i> You can build a sentence into a story! It is up to you depending on how much time you have.

Nonsense words	Words that are not real words but allow the children to practise Fred talking and blending sounds.
Stretchy sounds	Some sounds are stretched when we teach them e.g. mmmmm sssss nnnnn llll rrrrr vvvv zzzz thhhhh shhhhh ngggggg fffff
Bouncy sounds	Some sounds are bounced when we teach them e.g. a-a-a-a-a d-d-d-d-d e-e-e-e-e i-i-i-i-i o-o-o-o-o u-u-u-u-u b-b-b-b-b c-c-c-c-c k-k-k-k-k g-g-g-g-g h-h-h-h-h j-j-j-j-j p-p-p-p-p qu-qu-qu-qu-qu t-t-t-t-t w-w-w-w-w x-x-x-x-x y-y-y-y-y ch-ch-ch-ch-ch
Pure sounds	When you say the true sound the letter makes without putting 'uh' at the end, e.g. 'mmmmm' not 'muh', 'ssssss' not 'suh'
Segmenting or breaking the word up.	This word describes what we do when we verbally Fred talk a word to help us identify the sounds it is made of so we can write them down and spell the word, e.g. s -u-n so I write <u>sun</u> .
Fred fingers	When we are segmenting a word we match each sound to a finger and press the finger as we say the sound to help us remember how many sounds we will need to write.
Fluency	We say a child or adult who reads with fluency is someone who reads aloud at a pace that flows. They are not having to stop and Fred talk all of the time and they do not read from word to word too slowly or with pauses.
Hold a sentence	The teacher tells the children what sentence they want them to write. The teacher says it five to six times and the children repeat it before sitting down to write it. This is an activity we ask the children to do to help them practise recognising what a sentence sounds like. It also helps develop their memory for remembering sentences they compose. Finally, it gives them an opportunity to apply spelling rules they have learnt and use punctuation correctly.
Expression	When we read using expression our voices change to match the mood of the book and to take into account the way sentences have been punctuated.
Edit a sentence	The children are given a sentence with several mistakes made including spelling mistakes and missing punctuation. They have to find the mistakes and correct them. This is good practise for their own writing!
Power words	Words that an author (or child) has used that are powerful and are a good alternative to a simpler word that the children are more likely to use, e.g. 'sprinted' instead of 'ran' 'miserable' instead of 'sad' 'whispered' instead of 'said'