## Glossary

adjacent two or three consonants that come next to each other in a word and each consonants represent a different sound (for example, ‘st', ‘scr')
blend $\quad$ to say the separate sounds in a word and merge them together to read

CCVC word a word consisting entirely of two adjacent consonants (CC), then a vowel (V) and then a third consonant (C) (for example, 'clap’, ‘creep'). Note: A vowel sound can be represented by two letters, as in 'creep'.

CCVCC word a word consisting entirely of two adjacent consonants (CC), then a vowel (V) and then two more adjacent consonants (CC) (for example, 'plant', 'drink')

CCCVC word a word consisting entirely of three adjacent consonants (CCC), then a vowel (V) and then a fourth consonant (C) (for example, 'strip', 'scrap')

CVCC word a word consisting entirely of a consonant $(\mathrm{C})$, then a vowel $(\mathrm{V})$ and then two adjacent consonants (CC) (for example, 'felt', 'roast')
digraph a combination of two letters representing one sound (for example, 'sh',
segment to break a word into separate sounds in order to spell it. Segmenting is the reverse of blending.
sound button a mark appearing below each letter, digraph or trigraph, which the child can touch as they say the sound. A dot is used when one letter represents one sound; a line is used when two or more letters represent one sound. Sound buttons encourage children to say the sounds for each letter, in order, so they can blend them to read words.
sound-talk the process of saying, in the correct order, each separate sound in a word
tricky word a word that contains a letter or a group of letters that make an unusual or unfamiliar sound. For example, the words 'said' and 'so' are tricky words because the digraph 'ai' in 'said' and the letter 'o' in 'so' do not correspond to the sounds that the children know for these letters.
trigraph a combination of three letters representing one sound (for example, 'ear')

