

English glossary

Year 1

Term	Meaning
active listening	the sense of hearing used with behaviours such as showing interest and contributing ideas to show that what has been heard has been comprehended
adjectives	In Year 1, adjectives are referred to as words that represent qualities (they are also commonly called 'describing' words, because adjectives describe the noun)
adverbs	at this level, adverbs are defined as providing details of how, when and/or where
character	a person or animal who is involved in the plot of a story
comprehension strategies	strategies that a reader uses to understand texts (for example, predicting, re-reading, self-correcting)
directionality	the way the eye reads a printed text from left to right in the direction of print and returns to the next line
editing	a process by which students check their writing for meaning, appropriate structure, grammatical choices, spelling and punctuation
fluency	reading smoothly, in a natural manner (as opposed to word by word)
image	in this unit, 'image' refers to the picture or illustration in a text
inference	the result of combining what the text says with what you already know and making meaning; inferring is a thinking skill, where students look beyond what the text specifically says
intonation	the way the pitch of your voice changes while reading or speaking aloud (the way it goes 'up' and 'down')
literal meaning	meaning that is 'right there' in the text; the meaning is directly stated in the text
nouns	in Year 1, nouns are referred to as words that represent people, places or things (they are commonly called 'naming' words, because they name people, places or things)
phrasing	putting the right words together (in meaningful chunks) and using pauses when reading; a fluent reader is able to focus on the meaning of the text rather than on decoding words
plot	the story of an imaginative text; the events that occur making up a story
pronouns	a word that can be used instead of nouns; for example, <i>he, she, we, our, I</i>
punctuation	a set of symbols used by writers to make text clear and meaningful; for example, full stops
reading knowledge	the knowledge used to read; in Year 1, students need to use their knowledge of: <ul style="list-style-type: none"> <i>context and semantics</i> (What would make sense here based on what is happening in the book and what I know about these types of books?) <i>grammar</i> (Does the word make sense in this sentence? Does it sound the way we would say it?) <i>phonics</i> (Do the letters and sounds match? Use knowledge of the sounds letters and letter clusters make)

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scribe	to write the words the students are saying (when scribing for students, write exactly what they say and do not guide answers)
simple sentence	a single clause containing information about what is happening (verb) and who or what is involved (noun), and may include surrounding circumstances. For example: <i>The dog ran up the street</i> . The verb <i>ran</i> tells what's happening, the noun group <i>the dog</i> tells who or what is participating, and the surrounding circumstances <i>up the street</i> tells where the dog ran
text	used as a means of communication, and can be written, spoken or multimodal, and in print or digital/online forms; in this unit, the texts are picture books, which are imaginative texts
text processing strategies	the strategies a reader uses to decode the text or work out the words; in Year 1, these include: <ul style="list-style-type: none"> • <i>prediction</i> (I predicted what word would go there, thinking about the book we just read) • <i>monitoring meaning</i> (I thought about what would make sense) • <i>re-reading</i> (I re-read the sentence to see what the word could be; I re-read the sentence to see if the word I picked made sense)
text structure	the way texts are organised; in Year 1, students learn that texts can be organised in predictable ways. For example, we would expect a story to have a beginning, middle and end
verb	a word that describes a situation such as a happening (action) or state