

# Literacy

## Glossary

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### Alliteration

A poetic device which uses the same letter sound at the start of adjacent or closely connected words in a sentence.

### Antonym

A word which is opposite in meaning to another.

### Autobiography

An account of a person's life written by that person.

### Biography

An account of a person's life written by another person.

### Blending

Reading the individual sounds in a word and then putting those sounds together to read the whole word. One of the first ways that children learn to decode words.

### Book Report

A child's written description of what a book is about, which may help others decide whether to read the book. See also book review.

### Book Review

A child's written description of a book that also contains a critique of the book and makes recommendations as to who else may want to read it.

### Character

A person in a story, it might not always be a human but could also be an animal or mythical character.

### Clause

Clauses are the building blocks of a sentence, they have to contain a subject and a verb. A clause can usually make sense as a sentence on its own.

### Comprehension (reading)

The understanding of what has been read.

### Conclusion

The end of a text.

### Connectives

Words that join one part of a sentence to another such as 'and', 'also', 'moreover'.

### Creative Writing

Writing a made-up story.

### CVC/CCVC/CVCC words

**C** - consonant

**V** - vowel.

**CVC** - consonant-vowel-consonant, e.g. mat

**CCVC** - consonant-consonant-vowel-consonant, e.g. flap

**CVCC** - consonant-vowel-consonant-consonant, e.g. bath

### Decoding

Reading words in a text using phonic knowledge and knowledge of sight words.

## Dialogue

A spoken conversation that is written down as part of a piece of narrative text. May be presented as reported speech, direct speech using speech marks or as a play script.

## Effect

The impact of a piece of writing or a literacy device, e.g. alliteration, on the reader. It should impact how the writing makes the reader feel, think or react.

## Fable

A piece of fiction which features animals, plants or other natural elements and gives them human characteristics in order to deliver a moral or cautionary message.

## Fact

A statement that can be proved to be true as opposed to an opinion which is based on someone's personal view.

## Fiction

A piece of writing which describes imaginary people and/or events.

## Figurative Language

Use of words and images to suggest meaning indirectly rather than giving meaning directly, e.g. similes, metaphors and personification.

## Finger Spaces

The amount of space that needs to be left between words so that they can be read as individual units of meaning. Young children learning to write are first taught to put their finger on the page to create the necessary spacing.

## Fluency

The ability to read or write at a comfortable pace without undue hesitation which could impact on meaning or understanding.

## Haiku

A type of poetry from Japan. Haikus have only three lines. It does not matter how many words are in each line but it has to have a particular pattern of syllables, 5-7-5.

## Heading

The title of a piece of writing, usually used for non-fiction.

## High-Frequency Words

Words which appear more often in the language. Children are taught to learn these words by sight in order to increase the fluency of their reading.

## Hyperbole

A highly exaggerated phrase or statement intended to create effect.

## Imagery

Words used in writing which create a strong effect in the reader's mind by appealing to one of more of the five senses.

## Inference

Reading between the lines. This is a skill which children are taught. They have to link their prior knowledge with the clues within the text.

## Information Text

A non-fiction text which gives information on a particular subject.

## Learning Intention

A statement that a teacher gives at the beginning of a lesson to make the intended learning clear.

## Literal Question

A question that is asked about a text that can be answered directly from the text and does not require interpretation.

## Metaphor

A literacy device used to make a comparison between more than one thing.

## Myths and Legends

Traditional, ancient fictional stories, often from ancient cultures such as the Vikings, Ancient Greeks or Native Americans. Myths were often written to try and explain natural phenomena such as the weather, and quite often involve gods and fantasy creatures. Legends are stories from human history, which may have had an element of truth but have evolved and changed over time.

## Non-Chronological Report

A fictional text which gives information about something without referring to the order in which things happen.

## Non-Fiction

Writing that gives information or facts.

## Onomatopoeia

Words which describe a sound, but also sound like the sound they describe, e.g. 'bang', 'crash'.

## Openers

The first word/s in a sentence, e.g. 'Finally', 'To begin with', 'Suddenly'. Children will be encouraged to vary their openers to make their writing more interesting.

## Opinion

A person's individual view.

## Paragraph

A section of writing which consists of one or more sentences grouped together which deal with one subject or element of the writing as a whole.

## Peer Assessment

A method of assessing children's work where pupils look at a partner's work and assess it, usually against a given set of success criteria.

## Personification

A type of figurative language which gives an animal, plant or object human characteristics.

## Persuasive Text

A type of non-fiction writing which gives arguments in favour of a subject in order to persuade the reader to do something or accept a point of view.

## Phonics

Teaching pupils to read by connecting the sounds in words and the symbol used to represent them.

## Phrase

A phrase is a group of words that form part of a sentence. A phrase does not make sense as a sentence on its own, e.g. 'at the bottom of the stairs'.

## Prediction

Using evidence from a text to say what might happen next, what events may unfold or how a character may behave. A crucial skill.

## Prior Knowledge

Knowledge that someone already has before they come to a text or task. It can be really helpful to discuss what children know about a subject before they read a related text.

## Proof Reading

Checking a piece of writing to make improvements and correct errors.

## Reciprocal Reading

A structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. Emphasises teamwork and supports independent comprehension skills.

## Recount

A piece of writing which retells events that have previously occurred, e.g. diaries, letters and newspapers.

## Rhyme

The repetition of similar sounds in words, usually at the end of the word.

## Self-Assessment

A method of encouraging children to assess their own work, usually by providing a set of success criteria and asking children to make their own work against these criteria.

## Simile

A comparison phrase which finds similarities between two objects or ideas and compares them, always using the words 'like' or 'as'.

## Simple, Compound and Complex Sentences

Simple sentences contain one clause or idea. Compound sentences contain two or more clauses that can stand alone, linked by a connective word such as 'and' or 'but'. Complex sentences contain two or more clauses where one clause is the main idea and the other clause is a dependent clause as it does not stand alone without the main clause.

## Story Map/Story Mountain

A way of planning the structure of a story by following the path of the main character up one side of a mountain to the climax of the story at the peak, then down the other side with the resolution.

## Story Setting

A person's individual view.

## Structure

The basic events of a story and how its plot unfolds.

## Style

The way an author writes to suit a specific context, purpose or audience.

## Sub-heading

A heading given to a subsection or paragraph within a main piece of writing. Most often seen in non-fiction writing such as instructions or information texts.

## Success Criteria

A set of features that a teacher wants to see in children's work during the course of a lesson. This will usually be created alongside the pupils and will be regularly referred to throughout a lesson. The criteria are also used for assessing whether that be self or peer.

## Prior Knowledge

Knowledge that someone already has before they come to a text or task. It can be really helpful to discuss what children know about a subject before they read a related text.

## Summarising

Taking the most important facts and events from a text.

## Synonym

A word with the same or similar meaning to another word.

## Talk Partner

Pairs of children who discuss topics within lessons and share ideas and thinking.

## Text

A piece of writing. The Curriculum for Excellence recognises a wide range of texts such as magazines, internet blogs, newspapers, written adverts etc.

## Text-Marking

Highlighting, underlining, marking or circling the features of a piece of text.

## Thesaurus

A dictionary which provides children with alternative words for common ones. It can be an excellent tool for creative writing.

## Word Bank

A set of words made available to pupils to support them with their writing. It may contain words specific to the type of text they are writing, or words which they are learning to spell correctly in their work.

## Wow Words

A term to describe words which make writing more vivid and interesting. These might be adjectives, verbs or adverbs.

## Writing Frame

Sets out of the structure of a particular text type so that children learn to organise their writing correctly.