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| **English Glossary** |
| A |
| **academic text**  A specialised text from a given field using formal language. |
| accents  Distinctive ways of pronouncing a language, usually associated with a particular country or region (e.g. the American accents). |
| adjective  A word class that describes, identifies or quantifies a noun or a pronoun, e.g. two (number or quantity), my (possessive), ancient (descriptive), shorter (comparative), wooden (classifying). |
| adverb  A word class that may modify a verb (e.g. ‘softly’ in ‘the boy sings softly’), an adjective (e.g. ‘really’ in ‘he is really strong’) or another adverb (e.g. ‘very’ in ‘the toddler walks very slowly’). |
| aesthetic  Concerned with a sense of beauty or an appreciation of artistic expression. |
| alliteration  A recurrence of the same consonant sounds at the beginning of words in close succession (e.g. ‘ripe, red raspberry’). |
| allusion  An indirect reference to a person or character, event, idea or work of art, which contributes to the meaning of the text (e.g. ‘chocolate was her Achilles’ heel’). |
| antonym  A word opposite in meaning to another (e.g. ‘empty’ is an antonym for ‘full’; ‘cold’ is an antonym for ‘hot’). |
| apostrophe  A punctuation mark used mainly to indicate either possession (e.g. David’s phone) or omission of letters (e.g. isn’t, he’s) and numbers (e.g. ’90s). |
| article  A word that indicates which, how many or how much of the noun it is associated with. The 3 English articles are: ‘the’, ‘a’, ‘an’. |
| **Asia/Asian**  Geographically, the largest continent, bounded by Europe and the Pacific, Arctic and Indian oceans. It can be described in cultural, religious, historical and language boundaries or commonalities. |
| audience  An intended or assumed group of readers, listeners or viewers that a writer, designer, filmmaker or speaker is addressing. |
| authentic texts  Real, living or natural language texts which may entertain, inform and/or persuade. |
| author  A composer of a work (e.g. a novel, film, website, speech, essay, image, autobiography). |
| author's style  The distinctive qualities that characterise an author’s work. |
| B |
| base word  A form of a word that conveys the essential meaning. It is not derived from or made up of other words and has no prefixes or suffixes (e.g. action, activate, react are all from the base word ‘act’). |
| bias  Presentation by an author of one point of view, favouring one side in an argument or discussion, often accompanied by a refusal to consider possible merits of alternative points of view. |
| blend  Running the individual sounds in a word together to make a word (e.g. sounding out /b/-/i/-/g/ to make ‘big’). |
| C |
| clause  A grammatical unit referring to a happening or state e.g. ‘the team won’ (happening), ‘the dog is red’ (state), usually containing a subject and a verb group/phrase. |
| cohesion  Grammatical or lexical relationships that bind different parts of a text together and give it unity. It is achieved through devices such as reference, substitution, repetition and text connectives. |
| colon  Punctuation mark (:) that separates a general statement from one or more statements that give extra information, explanation or illustration. Statements after a colon do not have to be full sentences. |
| complex sentence  A sentence with one or more subordinate clauses. In the following example, the subordinate clause is shown in brackets: I took my umbrella [because it was raining]. |
| compound sentence  A sentence with 2 or more main clauses of equal grammatical status, usually marked by a coordinating conjunction, e.g. [Ira came home this morning] [but he didn't stay long]. |
| comprehension strategies  Processes used by readers to make meaning from texts. They include activating and using prior knowledge, predicting likely future events in a text, monitoring meaning and critically reflecting. |
| concept  An abstract idea. |
| conjunction  In a sentence, a word that join other words, groups/phrases or clauses together in a logical relationship such as addition, time, cause or comparison. There are 2 types: coordinating and subordinating. |
| connective  Words linking, and logically relating ideas to one another, in paragraphs and sentences indicating relationships of time, cause and effect, comparison, addition, condition and concession or clarification. |
| consonant  All letters of the alphabet that are not vowels. The 21 consonants are b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z. |
| consonant blend  A group of 2 or 3 consonants that are all pronounced individually (e.g. /b/ and /l/ in the word ‘black’; /s/, /p/ and /r/ in the word ‘spring’). |
| context  An environment or situation (social, cultural or historical) in which a text is responded to or created. Or wording surrounding an unfamiliar word, which a reader or listener uses to understand its meaning. |
| contraction  An abbreviated version of a word or words, often formed by shortening a word or merging 2 words into one (e.g. doctor: Dr; do not: don’t). |
| Country  A space mapped out that individuals or groups of First Peoples of Australia occupy and regard as their own and having varying degrees of spirituality. It includes lands, waters and sky |
| Country/Place  Spaces mapped out that individuals or groups of First Nations Peoples of Australia occupy and regard as their own and having varying degrees of spirituality. They include lands, waters and sky. |
| convention  An accepted practice that has developed over time and is generally used and understood (e.g. use of punctuation). |
| create  To imagine or conceive, develop or produce (in print or digital form) spoken, written or multimodal texts and edit and publish work for an audience. |
| D |
| decodable texts  Texts that contain a high percentage of words made up of learned grapheme-phoneme patterns. Decodable texts support beginning readers to practise their phonic skills. |
| decode  A process of efficient word recognition in which readers use knowledge of the relationship between letters and sounds to work out how to say and read written words. |
| develop  To build on, change or advance to be more complete. |
| dialect  Form of a language distinguished by features of vocabulary, grammar and pronunciation particular to a region. |
| digital text  Electronic texts accessed through a digital platform that may have multimodal elements and may be interactive. |
| digital tools  Digital hardware, software, platforms and resources used to develop and communicate learning, ideas and information. |
| digraph  Two letters representing one sound. Vowel digraphs have 2 vowels (e.g. ‘oo’), consonant digraphs have 2 consonants (e.g. ‘sh’), vowel–consonant digraphs have one vowel and one consonant (e.g. ‘er’). |
| E |
| edit  To prepare, alter, adapt or refine with attention to grammar, spelling, punctuation and vocabulary. |
| elaborated tenses  Complex tenses other than simple tenses such as present continuous (e.g. 'she has been running'). |
| evaluative language  Positive or negative language that judges the worth of something. It includes language to express feelings and opinions; make judgements; and assess quality of objects, ideas and features of texts. |
| evocative vocabulary  Vivid language that captures attention and imagination, conveying emotions and actions. |
| expand  To express in fuller form or detail. |
| experiment  To try or test something which may include a text structure, language feature or literary device to shape meaning or evoke a response. |

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| F |
| features of voice  Particular vocal qualities a speaker selects and uses including volume, tone, pitch, pace and fluency to engage, and have an impact on, their audience. |
| figurative language  Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (e.g. simile, metaphor, personification). |
| fluency  An ability to read a text accurately using pace and phrasing appropriately. Also, an ability to write with automaticity using a functional pencil grip or grasp. |
| framing  A way in which elements in a still or moving image are enclosed to create a specific interpretation of a whole. Strong framing creates a sense of enclosure; weak framing creates a sense of openness. |
| G |
| genres  Categories of texts based on their subject matter or their form and structure. Texts using a particular genre share typical organisation (structure) and features (e.g. language, visual features). |
| grammar  A description of a language as a system. In describing a language, attention is paid to both structure (form) and meaning (function) at the level of a word, a sentence and a text. |
| graph  A letter (graph) or group of letters (grapheme) that spell a phoneme in a word (e.g. /f/ in the word 'fog'; /ph/ in the word 'photo). |
| grapheme  A letter (graph) or group of letters (grapheme) that spell a phoneme in a word (e.g. /f/ in the word 'fog'; /ph/ in the word 'photo). |

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| group/phrase  Recognises different usages of units intermediate between a clause and a word. The units enclosed in brackets are examples: ‘(the party) (had made) (the two girls with the red shirts) (very tired)’. |
| H |
| handwriting  A production of legible, accurately formed letters by hand with a functional pencil grip or grasp, or with the help of writing tools, e.g. assistive technology. |
| high-frequency words  The most common words used in written English text. Many of these words cannot be decoded using sound–letter correspondence and need to be learnt (e.g. ‘come’, ‘was’, ‘one’). |
| homophone  A word identical in pronunciation with another but different in meaning (e.g. ‘bear’ and ‘bare’, ‘air’ and ‘heir’). |
| hybrid text  A composite text resulting from a purposeful mixing of elements from different sources or genres (e.g. ‘infotainment’). |
| I |
| idiom  An expression whose meaning does not relate to the literal meaning of its words (e.g. ‘They went out to paint the town red’). |
| image  A picture or representation which may be moving or still and may include a photograph, a painting, or drawing, which may be real, symbolic or imagined |
| imagery  Visually descriptive or figurative language to represent things including objects, actions and ideas in ways that appeal to the senses of the reader or viewer. |
| imaginative play  Acting out and exploring real and imagined roles, tasks or stories. It may involve expressing feelings and choices, and experiencing multiple perspectives. |
| Indigenous Cultural and Intellectual Property (ICIP)  The rights of First Peoples of Australia to own and control their cultural heritage. It refers to all aspects of cultural heritage, including the tangible (e.g. cultural objects) and intangible (e.g. knowledge). |
| interaction skills  Social, speaking and listening skills selected for purpose and audience to interact and communicate with others in ways which may be linguistic, vocal and non-verbal. |
| interpersonal language  Language used for interacting with others such as language to express feelings, opinions, judgements and for social purposes. |
| intertextual references  Associations or connections between one text and other texts that may be overt or less explicit. They can take the form of direct quotation, parody, allusion or structural borrowing. |
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| L |
| language features  Features that support meaning (e.g. clause- and word-level grammar, vocabulary, figurative language, punctuation, images). Choices vary for the purpose, subject matter, audience and mode or medium. |
| layout  A spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, captions, labels, headings, dot points, borders and text boxes. |
| listen  To use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems. |
| literary device  A structural or language technique used to shape meaning, and for aesthetic or stylistic purposes (e.g. narrative structure, characterisation and setting, rhetorical devices, and figurative language). |
| literary text  Past and contemporary texts across a range of cultural contexts which are valued for their form and style and are recognised as having artistic value. |
| long vowel  A vowel that is pronounced the same as the name of the letter (e.g. be, go). |
| M |
| media texts  Spoken, print, graphic or electronic communications that involve the dissemination of information and ideas and may include print, broadcast and internet media. |
| metalanguage  Vocabulary including technical terms, concepts, ideas or codes used to describe or discuss a language. The language of grammar and the language of literary criticism are examples. |
| metaphor  A type of figurative language used to describe a person or object through an implicit comparison to something with similar characteristics. |
| metonymy  A use of the name of one thing or attribute of something to represent something larger or related (e.g. using the word ‘Crown’ to represent a monarch of a country). |
| modal verb  A verb that expresses a degree of probability attached by a speaker or writer to a statement (e.g. ‘I might come home’) or a degree of obligation (e.g. ‘You must give it to me’). |
| mode  Various processes of communication – listening, speaking, reading or viewing and writing or creating. |
| morpheme  The smallest meaningful or grammatical unit in a language. Morphemes are not necessarily the same as words (e.g. the word ‘cats’ has 2 morphemes: ‘cat’ for the animal and ‘s’ to show more than one). |
| morphological word families  Groups of words which share a common morpheme and usually have a related meaning (e.g. pay, repay, payment; or music and musician). |
| multimodal  A combination of 2 or more communication modes (e.g. print, image and spoken text, as in film or computer presentations). |
| multimodal features  Combinations of 2 or more modes selected for purpose and audience which may include written language, spoken language, and patterns of meaning that are visual (still and moving), aural and gestural. |
| multisyllabic  Words consisting of more than one syllable. |
| N |
| narrative  The selection and sequencing of events or experiences, real or imagined, to tell a story to entertain, engage, inform and extend imagination, typically using an orientation, complication and resolution. |
| nominalisation  A process for forming nouns from verbs (e.g. ‘action’ from ‘act’ and 'his destruction of the city’ from ‘he destroyed the city’) to include abstract ideas and to make texts compact. |
| noun  A word class that includes all words denoting person, place, object or thing, idea or emotion. Nouns may be common, proper, collective, abstract and compound. |
| noun group/phrases  A group of words relating to or building on a main noun or pronoun. It usually consists of a noun as a major element accompanied by one or more modifiers (e.g. determiners, adjectives). |
| O |
| objective language  Language used to convey evidence-based ideas and conclusion, minimising the emotions, personal opinions and judgements of the speaker or writer. |
| onomatopoeia  A word that imitates a sound. Onomatopoeic words are used as a literary device to enhance description (e.g. moan, thump, meow). |
| P |
| pace  The rate of speech used or varied for purpose and audience. |
| personification  A type of metaphor where qualities of a person or living thing are attributed or transferred to something non-living or inanimate (e.g. ‘the last chance he had just walked out the door’). |
| perspective  A lens through which the author perceives the world and creates a text, or the lens through which the reader or viewer perceives the world and understands a text. |
| phase  The variable patterns which unfold in each stage of a text such as the paragraph describing the setting in the orientation of a narrative or the placement of evidence in the body of an argument. |
| phoneme  The smallest unit of sound in a word (e.g. the word ‘is’ has 2 phonemes: /i/ and /s/; the word ‘ship’ has 3 phonemes: /sh/, /i/, /p/). |
| phoneme deletion  Formation of a different word by removing a phoneme (e.g. take the /t/ away from the word ‘train’ to make a new word ‘rain’). |
| phoneme substitution  Substituting phonemes for others (e.g. changing the /r/ in ‘rat’ to /b/ to make ‘bat’). It can occur with middle and final phonemes (e.g. changing /a/ in ‘cat’ to /o/ to make ‘cot’). |
| phonemic awareness  An ability to hear, identify and manipulate separate, individual phonemes in words. |
| phonic knowledge  Understanding of the relationships between letters and sounds in a language; the correspondence between the sounds (phonemes) and the letter patterns which represent these sounds (graphemes). |
| phonological awareness  A broad concept that relates to the sounds of spoken language. It includes understanding words, rhyme and syllables. |
| phrase  A group of words often beginning with a preposition but without a subject and verb combination (e.g. ‘on the river’; ‘with brown eyes’). |
| pitch  The frequency (the highness or lowness of tone) of sound used or varied for purpose and audience. |
| play  Any activity that is positively valued, self-motivated, freely chosen and engaging. |
| plural  More than one, e.g. ‘dog’ is singular (one dog), ‘dogs’ is plural (more than one dog) and ‘loaves’ is the plural of ‘loaf’. |
| point of view  The position from which the text is designed to be perceived (e.g. a narrator might take a role of first or third person, omniscient or restricted in knowledge of events or the opinion presented in a text). |
| predicting  An informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain based on previous knowledge of the type of text. |
| prefix  A meaningful element (morphemes) added to the beginning of a word to change its meaning (e.g. ‘un’ to ‘happy’ to make ‘unhappy’). |
| preposition  A word class that usually describes the relationship between words in a sentence. Prepositions can indicate: space (e.g. 'on'), time (e.g. 'after') and other relationships (e.g. 'of', 'except'). |
| prepositional phrase  A group of words that typically consists of a preposition followed by a noun group/phrase (e.g. ‘on the train’ in ‘we met on the train’; ‘on golf’ in ‘keen on golf’). |
| presentation  An address or report on a particular topic that can be adapted for different audiences and purposes and may be supported by multimodal features. |
| pronoun  A word that takes the place of a noun (e.g. I, me, he, she, herself, you, it, that, they, few, many, who, whoever, someone, everybody, and many others). |
| pronoun referencing  Using a pronoun to refer to a specific noun or noun group, e.g. Guang (noun referred to) lost his (pronoun) phone. Coherent texts use reference that is consistent and unambiguous. |
| proper noun  A noun which serves as the name of a particular place, person or thing such as a day or month or festival (e.g. ‘Australia’, ‘October’). It usually occurs without a determiner, such as ‘the’. |
| publish  To produce for an audience or purpose in ways that may formal or informal. |
| purpose  An intended or assumed reason for a type of text. |
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| R |
| read  To decode and process words, symbols or actions to derive or construct meaning. It includes interpreting, critically analysing and reflecting on the meaning of written and visual, print and non-print texts. |
| repetition  A word, a phrase or a full sentence or a poetical line repeated to emphasise its significance. Repetition is a language feature and cohesive device. |
| rhetorical device  Use of language that is intended to have an effect on an audience such as evoking an emotion or persuading an audience by appealing to logos, ethos, pathos and kairos. |
| S |
| salience  A strategy of emphasis, highlighting what is important in a text. In images, it is achieved through strategies such as the placement of an item in the foreground, size and contrast in tone or colour. |
| scan  To read, moving eyes quickly down a page, seeking specific words and phrases. It is also used when a reader first finds information to determine whether it will answer their questions. |
| segment  To recognise and separate phonemes in a word. Speakers may say each sound as they tap it out. Stretch (e.g. mmmaaannn) and pausing between each phoneme (e.g. /m/-/a/-/n/) are examples. |
| semantic knowledge  The generalised knowledge of words and their meanings and word associations in context that enables understanding beyond literal decoding and use of syntactical knowledge. |
| semicolon  Punctuation (;) used to join closely related clauses that could stand alone as sentences and can be used to separate long items in a list. |
| sentence  The largest grammatical construction; a complete expression of a statement, question, command or exclamation. A simple sentence has a form of a single clause (e.g. ‘Ariel walked to the shops.’). |
| silent letter  A letter that is in the written form of a word but is not pronounced in the spoken form (e.g. ‘t’ in the word ‘listen’, ‘k’ in the word ‘knew’). |
| skim  Reading quickly, selecting key words and details through a text to determine the general meaning or main messages or ideas. |
| sound devices  Resources used by poets to convey and reinforce the meaning or experience of poetry through the skilful use of sound (e.g. alliteration, onomatopoeia, rhythm, rhyme). |
| speak  Orally convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems, digital tools and augmentative and alternative communication devices. |
| spelling generalisations  Principles that can be applied when trying to spell an unfamiliar word (e.g. words ending in ‘-f’ or ‘-fe’ form a plural using ‘ves’: calf – calves, knife – knives. There are exceptions: chief – chiefs). |
| stage  The stable pattern of the organisation of a genre such as the orientation, complication and resolution of a story or the introduction, body and conclusion of an argument. Stages are broken into phases. |
| Standard Australian English  Recognised as the ‘common language’ of Australians, it is the dynamic and evolving spoken and written English used for official or public purposes, and recorded in dictionaries, style guides and grammars. |
| story  The telling and relating of characters and events real or imagined. |
| style  The distinctive language features, text structures and/or subject matter in a text which may shape meaning, be enjoyed for its aesthetic qualities or distinguish the work of an author, period etc. |
| subject  A word or group of words (usually a noun group/phrase) in a sentence or clause representing the person, thing or idea doing the action that follows (e.g. ‘The dog [subject] was barking’). |
| subject matter  The topic or theme under consideration. |
| subjective language  Use of language which reflects the opinions, interpretations, emotions and judgement of the writer or speaker. |
| subordinating conjunction  Words that introduce clauses that add or extend information. They include conjunctions such as ‘after’, ‘when’, ‘because’, ‘if’ and ‘that’. |
| suffix  An element added to the end of a word to change its meaning (e.g. to form past tense: ‘-ed’; to show a smaller amount or degree: -less; to form an adverb: -ly). |
| syllable  A word, or part of a word, pronounced as a unit usually consisting of a vowel alone or a vowel with one or more consonants (e.g. ‘bat’ has one syllable; ‘bat-ting’ has 2 syllables). |
| symbolism  The use of one object, person or situation to signify or represent another, by giving them meanings that are different from their literal sense (e.g. a dove is a symbol of peace). |
| synonym  A word having nearly the same meaning as others (e.g. synonyms for ‘old’ include ‘aged’, ‘venerable’, ‘antiquated’). |
| syntax  The arrangement of words, groups/phrases and clauses to form sentences. In some education settings, the terms 'syntax' and ‘grammar’ are used interchangeably. |
| T |
| tense  The form a verb takes to signal the location of a clause in time (e.g. present tense ‘has’ in 'Jo has a cat’ locates the situation in the present; past tense ‘had’ in ‘Jo had a cat’ locates it in the past). |
| text  Expressions of meaning in written, spoken, visual and multimodal forms that incorporate language, including sound, print, film, electronic and multimodal representations. |
| text structure  The internal organisation of ideas and/or the overarching framework, made cohesive and coherent by connecting parts of a text or parts and the whole text. Choices vary according to purpose and mode. |
| theme  The main idea, concept or message of a text. |
| tone  The mood created by the language features used by an author and the way the text makes the reader feel. |
| types of text  Classifications according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts typically employ. |
| U |
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| V |
| values  Ideas and beliefs specific to individuals and groups. |
| verb  A word class that expresses processes that include doing, feeling, thinking, saying and relating. |
| verb group  Consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. |
| view  Observe multimodal and visual texts with purpose, understanding and critical awareness. Some students view by listening to a description of the visual features of text, diagrams, pictures and multimedia. |
| visual features  Visual components of a text which may include placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle. |
| voice  The distinct personality of a piece of writing; the individual writing style of the composer, created through the way they use and mix various language features (e.g. a narrative using a child’s voice). |
| vowel  A letter of the alphabet (a, e, i, o, u, and sometimes y) that represents a speech sound created by the relatively free passage of breath through the larynx and oral cavity. |
| vowel digraph  Two successive vowels that represent a single phoneme (e.g. /ai/ in the word ‘rain’; /ea/ in the word ‘beach’; /ee/ in the word ‘free’). |
| W |
| word origins  The historical development of words from their earliest known use. Word origin (etymology) tracks the transfer of words from one language to another. |
| write  Producing text using pencils, pens, digital tools and/or technologies, and/or using a scribe. Writers plan, compose, edit and publish in print or digital forms. |
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| Z |
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