

University of Dundee

Primary One Literacy Assessment and Action Resource (POLAAR)

Topping, Keith

Publication date:
2021

Document Version
Publisher's PDF, also known as Version of record

[Link to publication in Discovery Research Portal](#)

Citation for published version (APA):
Topping, K. (2021, Mar 10). Primary One Literacy Assessment and Action Resource (POLAAR).

General rights

Copyright and moral rights for the publications made accessible in Discovery Research Portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from Discovery Research Portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain.
- You may freely distribute the URL identifying the publication in the public portal.

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Glossary of Terms

blend (vb.)	to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together reads <i>snap</i> *
comprehension	the ability to understand and gain meaning from what has been read**
decoding	the ability to recognize and read words by translating the letters into speech sounds to determine the word's pronunciation and meaning**
direct instruction	students learn vocabulary directly through explicitly taught specific word instruction and word-learning strategies*****
fluency	the ability to read text accurately and quickly and with expression (prosody)**
phoneme deletion	the ability to recognize the word that remains when a phoneme is removed from another word e.g. teacher: "What is smile without the /s/?" Children: "Smile without the /s/ is mile."***
phonemes	the individual phonological units of speech that make a difference to meaning. Thus, the spoken word rope is comprised of three phonemes: /r/, /o/, and /p/. It differs by only one phoneme from each of the spoken words, <i>soap</i> , <i>rode</i> and <i>rip</i> *
phoneme substitution	the ability to substitute one phoneme for another to make a new word e.g. teacher: "The word is bug . Change /g/ to /n/. What's the new word?" Children: " Bun ."***
phonemic awareness	the insight that every spoken word can be conceived as a sequence of phonemes. Because phonemes are the units of sound that are represented by the letters of an alphabet, an awareness of phonemes is key to understanding the logic of the alphabetic principle and thus to the <i>learnability</i> of phonics and spelling*
phonics	instructional practice that emphasise how spellings are related to speech sounds in systematic ways*
phonological awareness	a more inclusive term than phonemic awareness and refers to the general ability to attend to and discriminate between the sounds of language (as distinct from its meaning). Phonemic awareness generally develops through other, larger units of phonological awareness. Noticing similarities between words in their sounds,

	enjoying rhymes, counting syllables, and so forth are indications of such 'metaphonological' skill*
segment (vb.)	to split a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/*
sight words	words that a reader recognizes without having to sound them out. Some sight words are "irregular," or have letter-sound relationships that are uncommon. Some examples of sight words are <i>you, are, have, and said**</i> .
syllable	a word part that contains a vowel or, in spoken language, a vowel sound (e-vent, news-pa-per, pret-ty)****
systematic phonics teaching	this type of phonics instruction consists of teaching a planned sequence of phonics elements, rather than highlighting elements as they happen to appear in a text*****
think aloud	to verbalise thought and mental processes when decoding or accessing meaning from text
vocabulary	the words we must know in order to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print****
word recognition	the ability to identify printed words and to translate them into their corresponding sounds quickly and accurately so as to figure out their meanings**

References

- * Rose, J. (2006) Independent Review of the Teaching of Early Reading, London DfES
- ** Armbruster, B.B., Lehr, F., & Osborn, J. (2006a) A Child Becomes a Reader, Proven Ideas from Research for Parents, National Institute for Literacy: Illinois.
- *** Armbruster, B.B., Lehr, F., & Osborn, J. (2006). Put Reading First, Kindergarten Through Grade 3: The Research Building Blocks For Teaching Children to Read, Third Edition. National Institute for Literacy: Illinois.
- **** Armbruster B.B., Lehr, F., & Osborn, J. (2006b) A Child Becomes a Reader, Proven Ideas from Research for Parents: Birth through Preschool, National Institute for Literacy: Illinois.
- ***** NICHD (2011) Put Reading First: Kindergarten Through Grade 3, Retrieved from: http://www.nichd.nih.gov/publications/pubs/prf_k-3/Pages/PRF-teachers-k-3-vocab.aspx

NICHHD (2006) National Reading Panel Reports Combination of Teaching Phonics, Word Sounds, Giving Feedback on Oral Reading Most Effective Way to Teach Reading. Retrieved from: <http://www.nichd.nih.gov/news/releases/Pages/nrp.aspx>