



Llywodraeth Cymru
Welsh Government

Curriculum for Wales: revised Areas of Learning and programmes of study

Language, Literacy and Communication Skills;
Mathematical Development; English;
Welsh (first language); mathematics

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Glossary of terms

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Curriculum for Wales: revised Areas of Learning and programmes of study

Audience	Foundation Phase practitioners; headteachers and teachers in primary, secondary and special schools; Welsh local authorities and regional consortia; teacher unions and representative bodies; tutors in initial teacher training; governors and other interested stakeholders in Wales.
Overview	This glossary of terms is to accompany the revised Areas of Learning (Language, Literacy and Communication Skills, and Mathematical Development) and programmes of study (English, Welsh (first language) and mathematics) from Foundation Phase to Key Stage 4. Many of the terms included will be familiar as they are within the National Literacy and Numeracy Framework (LNF); however we hope to create a better understanding and consistency in their use through publishing this glossary of terms.
Action required	None – for information only.
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Additional copies	This document can be accessed from the Welsh Government's Learning Wales website at www.learning.wales.gov.uk
Related documents	<i>Curriculum for Wales: revised Areas of Learning and programmes of study – information document</i> (2014); Language, Literacy and Communication Skills Area of Learning; Mathematical Development Area of Learning; Key Stage 2 English Programme of Study; Key Stage 3 English Programme of Study; Key Stage 4 English Programme of Study; Rhaglen Astudio Cyfnod Allweddol 2 Cymraeg; Rhaglen Astudio Cyfnod Allweddol 3 Cymraeg; Rhaglen Astudio Cyfnod Allweddol 4 Cymraeg; Key Stage 2 Mathematics Programme of Study; Key Stage 3 Mathematics Programme of Study; Key Stage 4 Mathematics Programme of Study.

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Introduction

This document provides a glossary of the terms used in Curriculum for Wales: revised Areas of Learning (Language, Literacy and Communication Skills and Mathematical Development) and programmes of study (English; Welsh (first language and mathematics) from the Foundation Phase to Key Stage 4.

The Welsh Government wants learners to have a solid foundation in English/Welsh and mathematics, which will enhance learning across the wider curriculum. It is with this in mind that we have produced this glossary of terms to support the revised Areas of Learning and programmes of study.

This is not an exhaustive list and many of the terms used will be familiar as they are contained with the National Literacy and Numeracy Framework (LNF). Their inclusion here is to create a better understanding and consistency in how they are used in schools and settings.

Glossary of terms

Foundation Phase

These terms relate to the skills found in the Language, Literacy and Communication Skills Area of Learning. Practitioners may also refer to further definitions of terms that are used for the English and Welsh (first language) programmes of study in this document.

Alliteration

A spoken short phrase or sentence where the words begin with the same phoneme, *e.g. bouncy blue balls, rushing rockets, five funny photos.*

Blending

Merging individual phonemes together to produce a grapheme or word.

Compound sentence

Two simple sentences brought together with a connective, *e.g. I went for a walk and I saw two frogs.* See page 13 for a further definition.

Connective

A word or phrase that links two sentences together, *e.g. then, when, next.* See page 8 for a further definition.

Context cue

When reading the child uses the information in the text or pictures to support decoding.

Decode

Reading by looking at letters (graphemes) and using strategies such as segmenting, blending, onset, rime.

Digraph

Two letters representing one sound or phoneme, *e.g. shop, chip, bath.*

Emerging technologies

A range of sources of reading and recording resources such as the internet, handheld tablets, electronic reading devices and mp3 recorders.

Emergent writing

Part of the early stages of writing. Children experiment with writing; they may try out letter formation, demonstrate an understanding of the direction of written English/Welsh and talk about what they have written.

Form

In this context 'form' refers to a format of modelled writing, *e.g. a list, a letter to a story book character, simple instructions.*

Format

The way in which the written word is presented, *e.g. letter, recipe, e-mail.*

Genres

The different types of texts, which share features or characteristics.

Grapheme

A letter or sequence of letters that represent a phoneme.

Graphic cue

When reading the child uses segmenting strategies to decode.

High-frequency words

Words that are spoken or read more times than other words.

Medial vowels

The middle vowel in a consonant-vowel-consonant or consonant-consonant-vowel-consonant word.

Narratives

A text that re-tells events, usually a story.

Onset and rime

An approach to teaching phonics where sounding out is not used for every letter. The initial consonant (onset) is sounded out followed by the remainder of the word (rime).

Onset

Any consonant sound which comes before the vowel in a word, *e.g. 'b/all'.*

Rime

The part of a word that includes the vowel sound and any consonants that follow it, e.g. *'-ing'* in *'spring'*, *'-all'* in *'ball'*.

Phoneme

A sound made by a letter or group/blend of letters. Phonemes are represented by graphemes.

Polysyllabic

A word with more than one beat.

Prefix

A group of letters added to the beginning of a word to create new meaning, e.g. *undone*.

Preposition

A word that usually indicates time, position or direction, e.g. *at, of, in, over, through*.

Segmenting

Hearing individual phonemes within words and, only when able, representing them with graphemes.

Simple sentence

A simple string of words, e.g. *I went for a walk*. See page 13 for a further definition.

Suffix

A group of letters added to the end of a word to change its tense or class, e.g. *'-ed'* in *'worked'*, *'-er'* in *'worker'*.

Syntax cue

When reading the child uses grammar to decode, in other words *'did that make sense?'*.

Syllable

A beat in a word.

English

Audience/listeners

The nature of the listeners or audience affects a speaker's choice of vocabulary, the levels of formality, the structure of the language, and the tone and style of speaking.

- If the talk is between friends and peers the talk is likely to be less formal, with participants taking shorter turns, and the topic is likely to be less explicitly examined as the participants know each other and do not usually need to explain themselves.
- If the talk is to a larger audience where not everyone is familiar to the speaker the talk is likely to be more formal, more impersonal, with greater explicitness and less interaction.
- If the talk is between participants of unequal status, for example headteacher and learner, the talk is likely to be formal and the tone and style more explicit and precise.

Challenging subject matter that broadens perspectives and extends thinking

Complex thought-provoking issues and topics, e.g. *environmental issues, sustainability, global citizenship, animal rights, healthy eating, cyber-bullying, domestic violence, etc.*

Consonant

All letters of the alphabet except the vowels 'a', 'e', 'i', 'o', 'u'.

Cultural context

Cultural context takes into account the society people/characters live in and how their culture can affect their behaviour, their viewpoints and their opportunities.

Derivation

The formation of a word from another word, or from a root in the same or another language.

Dialect

A regional or social variety of a language distinguished by pronunciation, grammar or vocabulary.

Drama approaches

Strategies/techniques that can be used in drama, e.g. *hot seating*.

Dynamic text

A computer-based or screen-based text.

Evaluating texts

Evaluating texts includes considering the following.

- **Bias and objectivity** – how far the text is impartial, reporting facts which are supported by evidence, or the content is partial, selective, and supporting a particular perspective.
- **Facts, theories and opinions** – distinguishing between **facts** (information which is verifiable and supported by other information, though it may be subject to change in the longer term), **theories** (ideas which are based on evidence and seek to link or explain information) and **opinions** (the views and interpretations of a writer which are based on personal judgement).
- **Critique** – to discuss or comment on an idea or resource etc., giving an assessment of its qualities and usefulness.
- **Reliability** – the trustworthiness of information, looking at where it has come from, who has said it and whether it is supported by others. This is particularly an issue with information from the internet.
- **Viewpoint** – the stance or position of the writer of the text which can be deduced or inferred by the way the content is handled.

Genre

A poem, film, novel or story belongs to a particular genre if it shares at least a few conventions, or standard characteristics, with other works in that genre. For example, works in the Gothic genre often feature supernatural elements; attempts to horrify the reader; and dark, foreboding settings, particularly old castles or mansions.

Grammar

Grammar is the rules that govern the relationships between words in a language. Grammar is most frequently taught in relation to writing, as the written form is closest to standard English, and correctness is expected by readers. **Standard forms of English** are the grammatical constructions and vocabulary associated with public uses of English and are generally the correct forms for writing.

- **Adjective**

A word that describes or modifies a noun. It may come before or after the noun, e.g. *'the old man'* or *'the chair is blue'*. There are different kinds of adjective: number or quantity (e.g. *few*), quality (e.g. *good*), possessive (e.g. *my*), interrogative (e.g. *which*), demonstrative (e.g. *this*). **Adjectival phrases** have the same function but use several words, e.g. *'dark blue with red spots'*, *'more than usual'*.

- **Adverb**

A word that describes or modifies a verb, e.g. *'the river runs quickly'*, *'it floods frequently'*, often ending in *-ly*. **Adverbial phrases** have the same function but use several words, e.g. *'less frequently than other forms of transport'*, *'less reliable than expected'*.

- **Clause**

A distinct part of a sentence including a verb. There are two kinds: a **main clause** (e.g. *'I stirred the solution'*) and a **subordinate clause** (e.g. *'until the salt dissolved'*). The main clause makes sense on its own, but a subordinate clause does not.

- **Conditional**

A tense of a verb which expresses the idea that what happens depends on something else. Conditional forms often involve conjunctions such as *'if'* or *'then'* and verb forms such as *'would'*, *'could'* or *'may'*, used especially for hypothesis or possibilities.

- **Connective**

A word used to link sentences or clauses or to connect words in a phrase. They express different kinds of link: cause (e.g. *because*), opposition (e.g. *but*), addition (e.g. *and*), time (e.g. *until*).

- **Elaboration**

Explaining something in more detail to give clarity and full coverage.

- **Paragraph**

A section of a piece of writing which is on a single topic. A new paragraph indicates a change of time, place or subject and begins on a new line. A paragraph usually is **cohesive**, meaning it is connected together, often shown in pronouns, adverbial clauses, etc. There are often links to other sections of text at the beginning and ends of paragraphs which gives **coherence** overall.

- **Noun**

A word that names a thing or a feeling. The four types of noun are: common (general, e.g. *animal, chair*), proper (a specific name, e.g. *Bangor*), abstract (an idea or concept, e.g. *happiness*), collective (a group, e.g. *herd, crowd*).

Graphic novel

A type of text combining words and images, usually in a comic book form, to tell lengthy and often complex stories.

Historical context

Historical context is the political, social, cultural, linguistic and economic setting for a particular idea, text or event.

Information handling strategies

These strategies include the following.

- **Collate** – gather together all the information about a topic from different sources, summarising where appropriate.
- **Analyse** – look for patterns, underlying assumptions, reasons for, and effects of, the way the topic is handled.
- **Synthesise** – assessing and sorting facts, opinions and ideas from a range of sources and bringing them together to present a consistent and coherent interpretation.
- **Deduce** – link together different, explicit pieces of information and draw a conclusion.
- **Infer** – understand information or views which are not explicitly stated.

Innuendo

An indirect or subtle, usually derogatory, implication in expression; an insinuation.

Intonation

The use of pitch and tone in voice delivery to convey meaning or emotion.

Irony

A state of affairs or an event that seem deliberately contrary to what one expects. Dramatic irony (a literary technique originally used in Greek tragedy) is used when the full significance of a character's words or actions is clear to the audience or reader but unknown to the character.

Organisational features of texts

These include the following.

- **Presentational devices** – used to give clarity and to organise sentences and paragraphs, *e.g. bullet points, tables, subheadings, arrows, captions (labels for pictures, diagrams, etc.), flow diagrams.*
- **Reference** – features to help the reader find information, *e.g. contents, index, glossary, dictionary, chapter headings.*
- **Text structure** – how the whole text is organised, *e.g. by chronology, argument, process.* Sections are sometimes signalled by **headings** (for main sections) and **subheadings** (for subsidiary sections).

Parody

An imitation of the style of a particular writer, artist or genre with deliberate exaggeration often for comic effect.

Picture books

A picture book combines visual and verbal narratives in a book format. Picture books are often aimed at young children and have simple vocabulary to facilitate understanding. However, some picture books are published with content aimed at older children and adults.

Poetic device

Poetic devices are tools that a poet can use to enhance a poem's meaning; they can intensify a mood or feeling to engage the reader/listener, *e.g. alliteration, imagery, metaphor, repetition, meter, rhyme.*

Prefix

A group of letters added to the beginning of a word to change its meaning, e.g. 'un-' in 'unclear'.

Presentation/discussion

In a presentation the speaker talks for some time, usually without interruption, to an audience of at least three people, involving some degree of formality for a specific purpose. Discussions can take place between people in small and larger groups, and involve frequent interaction between participants. A formal debate involves both presentation and discussion.

Punctuation

Punctuation is generally related to the grammar of a sentence and usually marks sections of a text.

- **Apostrophe (')**
Used to show contraction/omission, e.g. 'haven't', or possession, e.g. 'the singer's voice'.
- **Colon (:)**
Used to introduce a list, a second clause or a quotation that expands or illustrates the first clause.
- **Comma (,)**
Used to separate parts of a sentence or list.
- **Exclamation mark (!)**
Used at the end of a sentence to show emotion such as shock, humour, joy, anger.
- **Full stop (.)**
Used to indicate the end of a sentence. A **capital letter** is used to mark the beginning of a sentence (or a proper noun).
- **Question mark (?)**
Used at the end of a sentence to show that it is a question.
- **Quotation marks (' ') or single inverted commas**
Used to show a direct quotation from another text. Similar to **speech marks (" ") or double inverted commas** which are used to show direct speech in a text.
- **Semi-colon (;)**
Used to separate a clause or phrase in a sentence. It is stronger than a comma, but not as strong as a full stop.

Reading strategies

Early strategies include the following.

- **Phonic knowledge** – using knowledge of letters and sounds to make words. Words are constructed from phonemes (sounds) and phonemes are represented by graphemes (written letters).
- **Decoding** – reading words by looking at letters and parts of words.
- **Sight vocabulary** – words a learner recognises on sight without having to decode them or work them out, usually high-frequency words.
- **Graphic knowledge** – using knowledge of key features of the writing system, including the basic shape of letters, patterns such as the plural form of nouns and spelling of verb endings, the difference between upper and lower case, etc. This may also include features such as layout, font, use of diagrams, etc.
- **Context** – using clues from the content of the text or from prior/general knowledge to work out the sense.
- **Syntax/syntactic** – using the structure of the sentence and grammar to work out what a word is.
- **High-frequency words** – words which occur most often in young children’s reading and writing. Many of them are very common, e.g. ‘the’, ‘and’, ‘is’, and recognising them helps a reader become proficient quickly.

Other reading strategies include the following.

- **Skimming** – reading to get an initial overview of the subject and main ideas of a text, perhaps by techniques such as reading the beginning and ending of paragraphs or reading down the middle of the page.
- **Scanning** – looking for information by identifying key words and locating information around them.
- **Gist** – reading to follow the thread of an argument or narrative, the main features of a topic or the way it is handled.
- **Key words** – used particularly in searching the internet for relevant information, essential to efficient research.
- **Close reading** – careful reading in order to extract specific information, and also to gain a complete understanding of the text’s intentions and the way in which language choice and sentence structure combine to produce particular messages.

Root word

A word to which prefixes and suffixes may be added to make other words, e.g. *the root word is 'polite' in 'politely', 'impolite', 'politeness'.*

Satire

The use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or faults, particularly in the context of contemporary politics and other topical issues.

Sentences

- **Simple sentence**

A simple sentence has only one clause and one main verb. Simple sentences are not always short, as parts of them may be expanded or elaborated, but they remain 'simple' grammatically as long as they have only one clause.

- **Compound sentence**

A compound sentence is created when two simple sentences are joined by conjunctions such as 'and', 'or' and 'but'.

- **Complex sentence**

A sentence with a main clause and at least one subordinate clause. The subordinate clause is introduced either by a conjunction such as 'although' or 'because', or by a relative pronoun such as 'who' or 'which'.

Soliloquies

A speech or written piece where the speaker or writer discloses their innermost thoughts and feelings by talking to themselves, but out loud.

Standard English

The form of the English language widely accepted as correct in terms of grammar, vocabulary, and spelling.

Stimuli

The use of an image, story, song, object or event to create a mood and evoke a response from the learner, e.g. *empathy, curiosity, sadness, excitement.*

Spelling

Words vary from the simplest (consonant-vowel-consonant) to complex words. Complex words are polysyllabic, and are often made from other words and prefixes and suffixes. Some words are regular and follow common patterns, while other words are less regular, e.g. *'beautiful'*, and conform less to common conventions, making them more difficult to spell. This is because they originate from a language other than English/Welsh ('beau' – French).

There are several **spelling strategies** that learners can use to read and spell correctly. They include the following.

- **Graphic knowledge** – sequences of letters that occur often, e.g. *bread, beautiful*.
- **Morphology** – word formation, e.g. *prefixes (pre, meaning before, e.g. unclear, undeserving), suffixes added to the end of a word to change its meaning, e.g. quickly, slowly*.
- **Segmenting** – breaking a word up into its parts, e.g. *un-like-ly*.
- **Root** – base form of a word from which other words derive (i.e. **word derivation**), e.g. *'believe' is the root word of 'unbelievable'*.
- **Word families** – groups of words that have a common feature or pattern; they have some of the same combinations of letters in them and a similar sound, e.g. *brain, chain, complain*.

Subject–verb agreement

The linked words, subject and verb, agree with each other in terms of number, case, gender and person, e.g. *'I say/he says' (person), 'they were very healthy puppies' (number)*.

Suffix

A group of letters added to the end of a word to change its meaning, e.g. *'thought' to 'thoughtful' or 'walk' to 'walked'*.

Syntax structures

The word order pattern in sentences, phrases, etc.

Tense

Tense is the form of the verb that tells us when something is happening, e.g. *past, present, future or continuous*.

Text

- **Continuous texts** include newspaper reports, essays, extracts from novels, short stories, news websites, public notices, reviews and letters.
- **Non-continuous texts** include diagrams, lists, tables, graphs, diagrams, advertisements, schedules, catalogues and indexes, which include written language.

Text types

There are conventions for some kinds of writing which can be learned and are helpful for learners. These conventions should not be treated as 'rules' which cannot be broken. Some of the most common types include the following.

- **Description** – provide information about an event, object, place, etc., without passing judgement on it, or offering an explanation.
- **Discussion/argument** – exploration of pros and cons of a topic, presenting arguments and information from differing viewpoints, sometimes resulting in a conclusion.
- **Explanation/exposition** – reasons and details are included to show why and how, often including expressions of causes and consequences, and connections between events or ideas.
- **Instruction** – to help readers do something, *e.g. recipes, vehicle repair manuals, self-assembly instructions*. Instructional texts tend to provide step-by-step instructions and use imperative verbs.
- **Persuasion/transactional** – to be persuasive is to try to influence or convince the reader. A continuous, persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view and a final summary or recommendation. Other types of persuasive texts (*e.g. advertisements*) use a combination of textual features including words, sounds and images, in order to persuade.
- **Recount/narrative** – retells events, usually in chronological order. It may be fictional or include information.
- **Report/inform** – an event or a process described, not necessarily chronologically.

Tone

Tone is often defined as what the author (rather than the reader) feels about the subject, *e.g. it can be formal, informal, pessimistic, comic, sarcastic, sad or cheerful.*

Traditional poetry and prose

Traditional poetry and prose are poems and stories that are passed down by word of mouth, often as part of the oral tradition without written instruction, *e.g. traditional tales include myths, folk tales, folk songs and legends.*

Welsh dimension

Pertaining to Wales or the Welsh, in terms of geography, history, the economy or culture.

Word play

Word play is a literary device where words are manipulated (in particular, the sounds and meanings of words) with the intent to amuse, *e.g. puns, euphemism.*

Variation in talk

Talk varies much more than writing, and is strongly influenced by factors such as context, purpose and who is present. In more formal situations participants are expected to use standard English, which is the language used in public life. Spoken standard English tends to keep colloquialisms and slang to a minimum, and use technical terms and expressions where appropriate.

- **Formal/informal talk**

Informal talk is often characterised by shorter turns, unfinished sentences, use of words and phrases, *e.g. 'like', 'stuff',* and references to what is shared by the group, *e.g. latest in-words, shared interests.* **Formal talk** usually includes more complete sentences and standard English vocabulary, with a more impersonal tone and style.

Verb

A word that expresses an action or state of being. Verbs can be in different tenses. Verbs can be active or passive: 'Owain Glyndŵr won the Battle of Bryn Glas' (active), 'The Battle of Bryn Glas was won by Owain Glyndŵr' (passive).

Welsh

Amrywiaeth mewn sgwrs

Mae ymddiddan/sgwrs yn amrywio llawer mwy nag ysgrifennu ac mae ffactorau megis cyd-destun, diben a phwy sy'n bresennol yn cael cryn ddylanwad arno. Mewn sefyllfaoedd mwy ffurfiol disgwylir i gyfranogwyr ddefnyddio Cymraeg safonol, sef yr iaith a ddefnyddir mewn bywyd cyhoeddus. Mae Cymraeg safonol llafar yn tueddu i gyfyngu cymaint â phosibl ar y defnydd o ymadroddion llafar a bratiaith gan ddefnyddio termau ac ymadroddion technegol lle y bo'n briodol.

- **Ffurfiol/anffurfiol**

Nodweddir ymddiddan anffurfiol yn aml gan droeon byrrach, brawddegau heb eu gorffen, defnyddio geiriau ac ymadroddion, e.e. *'joio'*, a chyfeiriadau at yr hyn a rennir gan y grŵp, e.e. *y geiriau diweddaraf sydd mewn ffasiwn, diddordebau tebyg*. Mae ymddiddan ffurfiol yn aml yn cynnwys brawddegau mwy cyflawn, ac mae'r cywair a'r arddull yn fwy amheronol.

Atalnodi

Yn gyffredinol mae atalnodi'n ymwneud â gramadeg brawddeg ac fel arfer mae'n nodi rhannau o destun.

- **Atalnod (,)**

Fe'i defnyddir i wahanu rhannau o frawddeg neu restr.

- **Atalnod llawn (.)**

Fe'i defnyddir i nodi diwedd brawddeg. Defnyddir **priflythyren** i nodi dechrau brawddeg (neu enw priod).

- **Colon (:)**

Fe'i defnyddir i gyflwyno rhestr, ail gymal neu ddyfyniad sy'n ymhelaethu ar y cymal cyntaf neu'n ei egluro.

- **Collnod (')**

Fe'i defnyddir i ddangos cywasgu/hepgor, e.e. *'a'i'*.

- **Dyfynodau (' ') neu ddyfynodau sengl**

Fe'u defnyddir i ddangos dyfyniad uniongyrchol o destun arall. Maen nhw'n debyg i **ddyfynodau (" ") neu ddyfynodau dwbl** i ddangos araith uniongyrchol mewn testun.

- **Ebychnod (!)**

Fe'i defnyddir ar ddiwedd brawddeg i ddangos emosiwn fel sioc, hiwmor, llawenydd, dicter.

- **Gofynnod (?)**

Fe'i defnyddir ar ddiwedd brawddeg i ddangos mai cwestiwn ydyw.

- **Hanner colon (;)**

Fe'i defnyddir i wahanu cymal neu ymadrodd mewn brawddeg. Mae'n gryfach na coma, ond nid yw mor gryf ag atalnod llawn.

Barddoniaeth a rhyddiaith draddodiadol

Barddoniaeth a rhyddiaith draddodiadol yw cerddi a storïau sy'n cael eu pasio o genhedlaeth i genhedlaeth fel rhan o'r traddodiad llafar, e.e. *chwedlau traddodiadol a mythau, chwedlau gwerin, caneuon gwerin*.

Brawddeg

- **Brawddeg syml**

Dim ond un cymal ac un brif ferf sydd gan frawddeg syml. Nid yw brawddegau syml bob amser yn fyr, am y gellir ymestyn rhannau ohonynt neu ymhelaethu arnynt, ond maent yn dal i fod yn ramadegol 'syml' cyhyd ag mai dim ond un cymal sydd ganddynt.

- **Brawddeg gyfansawdd**

Caiff brawddeg gyfansawdd ei chreu pan gaiff dwy frawddeg syml eu cysylltu â chysyllteiriau megis 'a', 'neu' ac 'ond'.

- **Brawddeg gymhleth**

Brawddeg â phrif gymal ac o leiaf un is-gymal. Cyflwynir yr is-gymal naill ai gan gysylltair megis 'er' neu 'oherwydd', neu gan ragenw perthynol megis 'a' neu 'y'.

Cyd-destun diwylliannol

Mae cyd-destun diwylliannol yn ystyried y gymdeithas y mae pobl/cymeriadau'n byw ynddi a sut y gall eu diwylliant effeithio ar eu hymddygiad a'u cyfleoedd.

Cyd-destun hanesyddol

Cyd-destun hanesyddol yw'r lleoliad gwleidyddol, cymdeithasol, diwylliannol, ieithyddol ac economaidd sy'n gefndir ar gyfer syniad penodol, testun neu ddigwyddiad arbennig.

Cyflwyniad/trafodaeth

Mewn cyflwyniad mae'r siaradwr yn siarad am beth amser, fel arfer yn ddi-dor, â chynulleidfa sy'n cynnwys o leiaf dri unigolyn, gyda rhywfaint o ffurfioldeb ac at ddiben penodol. Gall trafodaethau ddigwydd rhwng unigolion mewn grwpiau bach neu grwpiau mwy o faint lle mae'r cyfranogwyr yn aml yn rhyngweithio â'i gilydd. Mae dadl ffurfiol yn cynnwys cyflwyniad a thrafodaeth.

Cymal

Rhan benodol o frawddeg sy'n cynnwys berf. Ceir dau fath: **prif gymal** (e.e. *'Troais y toddiant'*) ac **is-gymal** (e.e. *'nes i'r halen doddi'*). Mae'r prif gymal yn gwneud synnwyr ar ei ben ei hun, ond nid felly yn achos is-gymal.

Cynulleidfa/gwrandawyr

Mae natur y gwrandawyr neu'r gynulleidfa'n effeithio ar yr eirfa a ddewisir gan siaradwr, lefelau o ffurfioldeb, strwythur yr iaith a chywair ac arddull siarad.

- Os yw'r ymddiddan rhwng ffrindiau a chyfoedion mae'n debygol o fod yn llai ffurfiol, gan gynnwys defnyddio 'ti', gyda'r cyfranogwyr yn cymryd troeon byrrach, ac mae'n debyg y bydd y drafodaeth ynghylch y pwnc yn llai manwl am fod y cyfranogwyr yn adnabod ei gilydd ac nid oes angen iddynt esbonio eu hunain fel arfer.
- Os yw'r ymddiddan â chynulleidfa fwy o faint lle nad yw'r siaradwr yn adnabod pawb mae'r ymddiddan yn debygol o fod yn fwy ffurfiol, yn fwy amhersonol ac yn fwy penodol a bydd llai o ryngweithio.
- Os yw'r ymddiddan rhwng cyfranogwyr o statws anghyfartal, er enghraifft pennaeth a dysgwr, mae'r ymddiddan yn debygol o fod yn ffurfiol a bydd y cywair a'r arddull yn fwy pendant a chywir.

Cysylltair

Gair a ddefnyddir i gysylltu brawddegau neu gymalau neu i gysylltu geiriau mewn ymadrodd. Maent yn mynegi gwahanol fathau o gysylltiad: achos (e.e. *oherwydd*), gwrthgyferbyniad (e.e. *ond*), ychwanegiad (e.e. *ac*), amser (e.e. *tan*).

Cytsain

Holl lythrennau'r wyddor ar wahân i'r llafariaid 'a', 'e', 'i', 'o', 'u', 'w', 'y'.

Cytundeb rhwng y goddrych a'r ferf

Mae'r geiriau cysylltiedig, y goddrych a'r ferf, yn cytuno â'i gilydd o ran nifer, cyflwr, cenedl a pherson, e.e. *'Dywedais i/dywedodd ef' (person), 'roeddent yn gŵn bach iach iawn' (nifer)*. Sylwer bod enghreifftiau yn y Gymraeg nad ydynt yn dilyn y drefn hon, e.e. *Dywedodd y plant*.

Chwarae ar eiriau

Techneg lenyddol lle defnyddir geiriau a'u tyli-no'n gelfydd gyda'r bwriad o ddifyrru, e.e. *geiriau mwys, geiriau teg*.

Dulliau drama

Strategaethau/technegau y gellir eu defnyddio mewn drama, e.e. *cadair goch*.

Dychan

Defnyddio hiwmor, eironi, gor-ddweud, neu wawd i ddatgelu gwendidau neu feirniadu pobl, yn enwedig yng nghyd-destun gwleidyddiaeth gyfoes a materion cyfoes eraill.

Dyfeisiau barddonol

Dulliau i'r bardd eu defnyddio wrth saernïo cerdd – gallant ddwysáu/llonni'r naws neu'r teimlad i hoelio sylw'r darllenydd/gwrandawr, e.e. *cyflythrennu, delweddu, trosiad, ailadrodd, mesur ac odl*.

Eironi

Sefyllfa neu ddigwyddiad sy'n ymddangos yn fwriadol groes i'r hyn a ddisgwylir. Defnyddir eironi dramatig (techneg lenyddol a ddefnyddiwyd yn wreiddiol yn nhrasiedïau Groegiaidd) pan fydd arwyddocâd geiriau neu weithredoedd yn glir i'r gynulleidfa neu'r darllenydd ond yn anhysbys i gymeriad.

Enw

Gair sy'n enwi peth neu deimlad. Nodir isod y pedwar math o enw: cyffredin (cyffredinol, e.e. *anifail, cadair*), priod (enw penodol, e.e. *Bangor*), haniaethol (syniad neu gysyniad, e.e. *hapusrwydd*), torfol (grŵp, e.e. *buches, torf*).

Genre

Gall rhai cerddi, ffilmiau, nofelau, storïau, berthyn i genre penodol os ydyn nhw'n rhannu o leiaf ychydig o gonfensiynau, neu nodweddion arbennig gyda gweithiau eraill yn y genre. Yn y genre arswyd, er enghraifft, defnyddir technegau penodol i godi ofn ar y darllenydd – lleoliadau tywyll fel hen gestyll a phlastai neu elfennau goruwchnaturiol.

Goslefu

Y defnydd o draw a thôn mewn llais i gyfleu ystyr neu emosiwn.

Gramadeg

Gramadeg yw'r rheolau sy'n rheoli'r cydberthnasau rhwng geiriau mewn iaith. Addysgir gramadeg mewn perthynas ag ysgrifennu gan amlaf, oherwydd mai'r ffurf ysgrifenedig sydd agosaf at Gymraeg safonol, a disgwylir cywirdeb gan ddarllenwyr. **Ffurfiâu Cymraeg safonol** yw'r cystrawennau gramadegol a'r eirfa sy'n gysylltiedig â defnyddio Cymraeg yn gyhoeddus ac fel arfer y rhain yw'r ffurfiâu cywir ar gyfer ysgrifennu.

- **Adferf**

Gair sy'n disgrifio neu'n goleddfu berf, e.e. *'rhedodd yn gyflym', 'cyrhaeddodd yn hwyr'*. Mae i **ymadroddion adferfol** yr un swyddogaeth ond maent yn defnyddio nifer o eiriau, e.e. *'yn gyflymach na mathau eraill o drafnidiaeth', 'llai dibynadwy na'r disgwyl'*.

- **Amodol**

Amser berf sy'n mynegi'r syniad bod yr hyn sy'n digwydd yn dibynnu ar rywbeth arall. Mae ffurfiâu amodol yn aml yn cynnwys cysyllteiriau megis 'os' neu 'yna' a ffurfiâu berfol megis 'byddai', 'gallai' neu 'gall', a ddefnyddir yn arbennig ar gyfer damcaniaethau neu bosibiliadau.

- **Amser**

Dyma ffurf y ferf a ddywed wrthym pan fydd rhywbeth yn digwydd, e.e. *gorffennol, presennol, dyfodol neu barhaus*.

- **Ansoddair**

Gair sy'n disgrifio neu'n goleddfu enw. Gall ddod o flaen neu ar ôl yr enw, e.e. *'yr hen ddyn' neu 'cadair las'*. Ceir gwahanol fathau o ansoddeiriau: nifer neu faint (e.e. *ychedig*), ansawdd (e.e. *da*), meddiannol (e.e. *fy*), gofynnol (e.e. *pa*), dangosol (e.e. *hwn*). Mae i **ymadroddion ansoddeiriol** yr un swyddogaeth ond maent yn defnyddio nifer o eiriau, e.e. *'glas tywyll â smotiau coch'*, *'mwy nag arfer'*.

- **Berf**

Gair sy'n mynegi gweithred neu fodolaeth. Gall berfau fod mewn gwahanol amserau ac maen nhw'n rhedeg, h.y. mae ffurf wahanol i bob person. Gall berfau fod yn weithredol neu'n oddefol: *'Enillodd Owain Glyndŵr Frwydr Bryn Glas'* (gweithredol), *'Cafodd Brwydr Bryn Glas ei hennill gan Owain Glyndŵr'* (goddefol).

Gwreiddair

Gair y gellir ychwanegu rhagddodiaid ac ôl-ddodiaid ato er mwyn gwneud geiriau eraill, e.e. *y gwreiddair yw 'trefn' yn 'trefnus', 'anhrefn', 'trefnu'*.

Llyfrau llun

Mae llyfr llun yn cyfuno'r naratif gweledol a'r geiriol mewn fformat llyfr. Ran amlaf anelir llyfrau llun at blant ifanc a bydd yr eirfa'n hawdd er mwyn hwyluso'r deall. Fodd bynnag, cyhoeddir amryw o lyfrau llun wedi'u hanelu at blant hŷn ac oedolion.

Nodweddion trefnu testun

Mae'r rhain yn cynnwys y canlynol.

- **Dyfeisiau cyflwyno** – fe'u defnyddir i wneud i destun fod yn fwy eglur ac i drefnu brawddegau a pharagraffau, e.e. *pwyntiau bwled, tablau, is-benawdau, saethau, penawdau (labeli ar gyfer lluniau, diagramau, ac ati), diagramau llif*.
- **Cyfeiriadau** – nodweddion i helpu'r darlennydd i ddod o hyd i wybodaeth, e.e. *cynnwys, mynegai, rhestr termau, geiriadur, penawdau penodau*.
- **Strwythur testun** – sut mae'r testun cyfan wedi'i drefnu, e.e. *yn gronolegol, dadl, proses*. Mae adrannau weithiau'n cael eu nodi gan **benawdau** (ar gyfer prif adrannau) ac **is-benawdau** (ar gyfer isadrannau).

Naws

Diffinnir naws yn aml fel yr hyn y mae'r awdur (yn hytrach na'r darlennydd) yn ei deimlo am y pwnc, e.e. *gall y naws fod yn ffurfiol, yn anffurfiol, yn besimistaid, yn gomig, yn goeglyd, yn drist, neu'n siriol.*

Nofel graffig

Math o destun sy'n cyfuno geiriau a delweddau, fel arfer ffurf llyfrau comig, er mwyn adrodd stori hir ac, yn aml, stori cymhleth.

Ôl-ddodiad

Grŵp o lythrennau a ychwanegir at ddiwedd gair er mwyn newid ei ystyr, e.e. *'darlun' i 'darlunio' neu 'cerdded' i 'cerddediad'.*

Paragraff

Rhan o ddarn ysgrifenedig sy'n ymwneud ag un pwnc. Mae paragraff newydd yn nodi newid amser, lle neu bwnc ac mae'n dechrau ar linell newydd. Fel arfer mae paragraff yn **gydlynol**, sy'n golygu ei bod wedi'i gysylltu, a ddangosir yn aml mewn rhagenwau, ymadroddion/geiriau adferfol, ac ati. Yn aml ceir cysylltiadau â rhannau eraill o destun ar ddechrau a diwedd paragraffau sy'n rhoi **cydlyniad** yn gyffredinol.

Parodi

Efelychu arddull awdur, artist, neu genre penodol, yn aml â gor-ddweud bwriadol i greu effaith comig.

Pynciau heriol sy'n ehangu'r gorwelion, sy'n datblygu'r gallu i ymresymu

Materion a phynciau cymhleth, e.e. *materion amgylcheddol, cynaliadwyedd, dinasyddiaeth byd-eang, hawliau anifeiliaid, bwyta'n iach, seibr-fwlio, trais yn y cartref ac ati.*

Rhagddodiad

Grŵp o lythrennau a ychwanegir at ddechrau gair er mwyn newid ei ystyr, e.e. *'aneglur'.*

Sillafu

Gall geiriau amrywio o'r rhai symlaf (cytsain-llafariad-cytsain) i eiriau cymhleth. Mae geiriau cymhleth yn amsillafog ac, yn aml, maent yn cynnwys geiriau eraill a rhagddodiaid ac ôl-ddodiaid. Mae rhai geiriau'n rheolaidd ac yn dilyn patrymau cyffredin, tra mae geiriau eraill yn llai rheolaidd, e.e. 'wats', ac yn cydymffurfio llai â chonfensiynau cyffredin, sy'n golygu eu bod yn fwy anodd eu sillafu. Gall hyn fod oherwydd eu bod nhw'n tarddu o'r Saesneg.

Strategaethau darllen

Mae ystod o strategaethau y gall dysgwyr eu defnyddio i wneud synnwyr o'r hyn a ddarllenant. Mae rhai technegau'n arbennig o bwysig ar gamau cynnar y broses o ddysgu darllen, ac mae eraill yn bwysicach wrth ddarllen i gaffael gwybodaeth o Gyfnod Allweddol 2 ymlaen.

Mae **strategaethau darllen cynnar** yn cynnwys y canlynol.

- **Gwybodaeth ffonig** – defnyddio gwybodaeth am lythrennau a seiniau i wneud geiriau. Mae geiriau'n cael eu ffurfio o ffonemau (seiniau) ac mae ffonemau'n cael eu cynrychioli gan graffemau (llythrennau ysgrifenedig).
- **Dadgodio** – darllen geiriau drwy edrych ar lythrennau a rhannau o eiriau.
- **Geirfa weledol** – geiriau y mae dysgwyr yn eu hadnabod wrth eu gweld heb orfod eu dadgodio na'u gweithio allan, geiriau aml eu defnydd fel arfer.
- **Gwybodaeth graffig** – defnyddio gwybodaeth am nodweddion allweddol ar y system ysgrifennu, gan gynnwys siâp sylfaenol llythrennau, patrymau megis ffurf luosog enwau a sillafiad terfyniadau berfau, y gwahaniaeth rhwng priflythrennau a llythrennau bach, ac ati. Gall hyn hefyd gynnwys nodweddion megis diwyg, ffont, y defnydd o ddiagramau, ac ati.
- **Cyd-destun** – defnyddio cliwiau o gynnwys y testun neu o wybodaeth flaenorol/gyffredinol i wneud synnwyr ohono.
- **Cystrawen/cystrawennol** – defnyddio strwythur y frawddeg a gramadeg i weithio allan beth yw gair.

- **Geiriau aml eu defnydd** – dyma’r geiriau sy’n codi amlaf pan fydd plentyn bach yn darllen ac yn ysgrifennu. Mae llawer ohonynt yn gyffredin iawn, e.e. ‘y’, ‘a’, ‘mae’, ac mae eu hadnabod yn helpu plentyn i ddod yn ddarllenydd hyfedr yn gyflym.

Mae **strategaethau darllen** yn cynnwys y canlynol.

- **Cip ddarllen (sgimio)** – darllen er mwyn cael trosolwg cychwynnol o bwnc a phrif syniadau testun, efallai drwy ddefnyddio technegau megis darllen dechrau a diwedd paragraffau neu ddarllen i lawr canol y dudalen.
- **Lithr ddarllen (sganio)** – chwilio am wybodaeth drwy nodi geiriau allweddol a dod o hyd i wybodaeth berthnasol iddyn nhw.
- **Byrdwn neu hanfod darn** – darllen er mwyn dilyn llinyn dadl neu naratif, prif nodweddion pwnc neu’r ffordd y caiff ei drin.
- **Geiriau allweddol** – fe’u defnyddir yn benodol wrth chwilio’r rhyngwyd am wybodaeth berthnasol, sy’n hanfodol i waith chwilio effeithlon.
- **Darllen manwl** – darllen yn ofalus er mwyn cael gwybodaeth benodol, a hefyd er mwyn deall yn llawn ffordd y testun a’r ffordd y mae’r iaith a ddewisir a strwythur brawddegau’n cyfuno i lunio negeseuon penodol.

Strategaethau gwerthuso testunau

Mae gwerthuso testunau yn cynnwys ystyried y canlynol.

- **Rhagfarn a gwrthrychedd** – i ba raddau y mae testun yn ddiuedd, gan nodi ffeithiau sydd wedi’u hategu gan dystiolaeth, neu a yw’r cynnwys yn unochrog ac yn ddewisol ac yn cefnogi safbwynt penodol.
- **Ffeithiau, damcaniaethau a barn** – gwahaniaethu rhwng **ffeithiau** (gwybodaeth y gellir ei gwirio ac sydd wedi’i hategu gan dystiolaeth arall, er y gellir ei newid yn y tymor hwy), **damcaniaethau** (syniadau sy’n seiliedig ar dystiolaeth ac sy’n ceisio cysylltu neu esbonio gwybodaeth) a **barn** (syniadau a dehongliadau ysgrifennydd sy’n seiliedig ar farn bersonol).
- **Beirniadu** – trafod syniad neu adnodd ac ati neu wneud sylwadau arno, gan asesu ei rinweddau a pha mor ddefnyddiol ydyw.

- **Dibynadwyedd** – i ba raddau y gellir dibynnu ar wybodaeth, gan edrych ar ffynhonnell yr wybodaeth honno, pwy sydd wedi'i chyfleu ac a yw'n cael ei hategu gan bobl eraill. Mae hyn yn arbennig o bwysig yn achos gwybodaeth o'r rhyngrwyd.
- **Safbwynt** – barn neu safbwynt ysgrifennydd y testun y gellir eu dehongli neu eu casglu o'r ffordd y mae'r cynnwys yn cael ei drin.

Strategaethau sillafu

Mae nifer o dechnegau y gall dysgwyr eu defnyddio i ddarllen a sillafu'n gywir. Maent yn cynnwys y canlynol.

- **Gwreiddiau** – ffurf sylfaenol gair y mae geiriau eraill yn deillio ohoni (h.y. **tarddiad gair**), e.e. *coll, colled, colli*.
- **Gwybodaeth graffig** – cyfresi o lythrennau sy'n digwydd yn aml, e.e. *cae/mae, mwy/llwy*.
- **Morffoleg** – strwythur gair lle mae gan rannau o air ystyr, e.e. *rhagddodiaid (lle mae 'rhag' yn golygu o flaen, e.e. aneglur), ôl-ddodiaid (ychwanegir ar ddiwedd gair i newid yr ystyr, e.e. 'darlun' i 'darlunio' neu 'cerdded' i 'cerddediad')*.
- **Segmentu** – rhannu gair yn elfennau, e.e. *plan-hig-ion*.
- **Teuluoedd o eiriau** – grwpiau o eiriau sydd â nodwedd neu batrwm cyffredin; mae ganddynt rai o'r un cyfuniadau o lythrennau ynddynt a sŵn tebyg, e.e. *cae, chwaer, chwarae*.

Strategaethau trin gwybodaeth

Mae'r strategaethau hyn yn cynnwys y canlynol.

- **Coladu** – casglu ynghyd yr holl wybodaeth am bwnc o wahanol ffynonellau, gan grynhoi lle y bo'n briodol.
- **Dadansoddi** – chwilio am batrymau, tybiaethau sylfaenol, rhesymau pam mae'r pwnc yn cael ei drin yn y fath fodd ac effeithiau hynny.
- **Cyfuno** – asesu a threfnu ffeithiau, barn a syniadau o amrywiaeth o ffynonellau a'u dwyn ynghyd i roi dehongliad cyson a chydlynol.
- **Dod i gasgliadau** – cysylltu gwahanol ddarnau o wybodaeth benodol a dod i gasgliad.
- **Dehongli** – deall gwybodaeth neu farn nas nodir yn benodol.

Strwythur brawddegol

Patrwm a threfn geiriau a strwythur mewn brawddegau, ymadroddion, ac ati.

Symbyliadau

Y defnydd o ddelwedd, stori, cân, gwrthrych neu ddigwyddiad i greu naws ac ennyn ymateb gan y dysgwr, e.e. *meithrin empathi, ennyn chwilfrydedd, peri tristwch neu gyffro*.

Tafodiaith

Yr amrywiaeth rhanbarthol neu gymdeithasol a geir mewn iaith sy'n cael ei hamlygu mewn ynganiad, gramadeg, neu eirfa.

Tarddiad

Sut y caiff gair ei ffurfio gan air arall neu ystyried gwraidd gair yn yr un iaith neu mewn iaith arall.

Testun

- Mae **testunau di-dor** yn cynnwys adroddiadau papur newydd, traethodau, detholiadau o nofelau, nofelau, storïau byrion, blogiau, gwefannau newyddion, hysbysiadau cyhoeddus, adolygiadau a llythyrau.
- Mae **testunau pytiog** yn cynnwys diagramau, rhestrau, tablau, graffiau, diagramau, hysbysebion, amserlenni, catalogau a mynegeion, sy'n cynnwys iaith ysgrifenedig.

Mathau o destun

Mae confensiynau'n perthyn i rai mathau o ysgrifennu y gellir eu dysgu ac sy'n ddefnyddiol i ddysgwyr. Ni ddylid trin y confensiynau hyn fel 'rheolau' na ellir eu torri. Nodir yma rai o'r mathau mwyaf cyffredin.

- **Adrodd/naratif** – mae'n ailadrodd digwyddiadau yn eu trefn gronolegol ran amlaf. Gall fod yn ffuglen neu gall gynnwys gwybodaeth.
- **Adroddiad** – digwyddiad neu broses a ddisgrifir, nid yn gronolegol o reidrwydd.
- **Cyfarwyddiadol** – i helpu darllenwyr i wneud rhywbeth, e.e. *ryseitiau, llawlyfrau atgyweirio cerbydau, cyfarwyddiadau hunan osod*. Mae testunau cyfarwyddiadol yn tueddu i roi cyfarwyddiadau cam wrth gam a defnyddio berfau gorchmynnol neu ferfenwau.
- **Disgrifio** – rhoi gwybodaeth am ddigwyddiad, gwrthrych, lle, ac ati, heb fynegi barn arno na chynnig esboniad.

- **Esbonio** – cynhwysir rhesymau a manylion er mwyn dangos pam a sut, sy'n cynnwys yn aml nodi achosion a chanlyniadau, a chysylltiadau rhwng digwyddiadau neu syniadau.
- **Perswâd/darbwylllo** – ystyr bod yn ddarbwyllol yw ceisio dylanwadu ar y darllenydd neu ei argyhoeddi. Fel arfer mae testun darbwyllol, parhaus yn cynnwys datganiad o'r safbwynt, dadleuon a thystiolaeth o blaid y gosodiad hwn, efallai rhai dadleuon a thystiolaeth sy'n cefnogi safbwynt gwahanol a chrynodeb neu argymhelliad terfynol. Mae mathau eraill o destunau darbwyllol (e.e. *hysbysebion*) yn defnyddio cyfuniad o nodweddion testunol gan gynnwys geiriau, seiniau a delweddau, er mwyn darbwylllo.
- **Trafod/dadlau** – ystyried manteision ac anfanteision pwnc, cyflwyno dadleuon a gwybodaeth o wahanol safbwyntiau, weithiau gan ddod i gasgliad.

Testunau coeglyd/ensyniad

Testun lled awgrymog a chynnil sy'n aml yn anuniongyrchol ac yn sarhaus. Fel arfer, mae'n dangos beirniadaeth neu anghymeradwyaeth.

Testunau deinamig

Testun sydd yn ymddangos ar gyfrifiaduron neu ar sgrin.

Treiglo

Yn y Gymraeg, o dan amodau penodol sy'n cynnwys cenedl enwau, arddodiaid ac ati, newidir un gytsain am gytsain arall ar ddechrau gair, e.e. *dau fachgen/dwy ferch*. Mae yna dri math o dreigladd: treigladd meddal, treigladd trwynol a threigladd llaes.

Ymson

Araith neu ddarn ysgrifenedig lle mae'r siaradwr neu'r awdur yn datgelu eu meddyliau a'u teimladau dyfnaf gan sgwrsio gyda'i hunan/meddwl yn uchel.

Mathematics

Appropriate

Suitable for intended task, context and complexity. The use of 'appropriate' in the LNF recognises that different contexts require different treatments.

Approximation

Refers to an estimate, result or check that is not exact but is close enough to be useful in a practical context.

Average

Sometimes used synonymously with 'arithmetic mean'. Measures of average include mean, median and mode.

Bar chart/bar graph

A form of representation of numerical data. Frequencies are represented by bars of equal width where the lengths of the bars represent the frequencies. The bars may be presented vertically or horizontally.

Capacity

Often a measure of quantity of liquids or the ability to hold or contain people or things, e.g. 'Does the school hall have the capacity?'

Compound measures

Compound measures combine two different types of measurement, e.g. *speed in metres per second, population density in number of people per square kilometre or run rate in runs per over.*

Compound shape

Complex shapes that can be broken down into separate simple shapes.

Data

- **Discrete data**

Data resulting from a count of separate items or events, e.g. *number of people at a football match.*

- **Continuous data**

Data that can take any value, e.g. *length, capacity, time, temperature.*

Fractions

- **Proper fractions**

The numerator (top number) is less than the denominator (bottom number), e.g. $\frac{1}{4}$.

- **Improper fractions**

The numerator is greater than the denominator, e.g. $\frac{7}{4}$.

- **Mixed numbers**

A whole number and a proper fraction together, e.g. $1\frac{3}{4}$.

Frequency table

A table for a set of observations showing how frequently each event or quantity occurs.

Grouped data

Organising large amounts of data into groups that are consecutive and non-overlapping, where appropriate, arranged in equal intervals.

Inverse operations

Operations that are opposite to each other, e.g. *addition and subtraction, multiplication and division, square and square root.*

Mass

In everyday usage, mass is often referred to as weight, the units of which are often taken to be kilograms (e.g. *a person may state that their weight is 75kg*). In scientific use, however, the term 'weight' takes gravitational force into account.

Mean

A type of average based on equal sharing. The mean is the sum of quantities divided by the number of them, e.g. *the mean of 5, 6, 14, 15 and 45 is $(5 + 6 + 14 + 15 + 45) \div 5 = 17$.*

Median

A type of average. The median is the middle number or value when all are arranged in order, e.g. *the median of 5, 6, 14, 15 and 44 is 14. Where there is an even number of values, the mean of the two middle values is calculated, e.g. the median of 5, 6, 7, 8, 14 and 44 is $(7 + 8) \div 2 = 7.5$.*

Mixed numbers

See **Fractions**.

Mode

A type of average. The most frequently occurring value in a set of data, e.g. *the mode of 1, 8, 2, 2, 9, 3, 3, 3, 3, 7 is 3.*

Order of operations

A convention of using operations in a particular order often expressed as BODMAS or BIDMAS.

B Brackets first

B

O Orders (i.e. powers, square roots, etc.)

I Indices

DM Division and Multiplication

DM

AS Addition and Subtraction

AS

Pictogram

A form of representation of data. Pictures/symbols/icons are used to represent objects. For large numbers, one symbol represents a number of objects. Part symbol represents a proportion of a number.

Pie chart

A form of representation of data. A circle is divided into sectors where the size of the sector represents appropriate proportions of the data.

Proportion

A part of quantity often described using terms such as percentage, fraction, decimal, and ratio.

Range (in relation to data handling)

A measure of spread in statistics, i.e. the numerical value calculated by finding the difference between the greatest and the least values in a set of numerical data.

Ratio

A comparison of quantities written a:b, e.g. *a mixture made up of two ingredients in the ratio 3:1 is three parts of the first ingredient to one part of the second.*

Reciprocal

What to multiply a value by to get 1, e.g. *the reciprocal of 4 is $\frac{1}{4}$.*

Round (verb)

To express a number or measurement to a required degree of accuracy, e.g. *537 rounded to the nearest 10 is 540.*

Scale

The ratio between the size of something real and the size of a representation of it.

Standard form

Using powers of 10 to record very large or very small numbers, e.g. *6500000 can be written as 6.5×10^6 and 0.000000321 can be written as 3.21×10^{-7} .*

Standard units

Units that are agreed throughout a community, e.g. *a metre is a standard unit of length.* Non-standard units are, therefore, those that are not widely agreed, e.g. *cupful.*

Table

An orderly arrangement of information, numbers or letters, usually in rows and columns.

Tally

(Make) marks to represent objects counted.

Volume

A measure in three-dimensional space.

Weight

See **Mass**.