

Reading Progression – Vocabulary

also

see Little Wandle Letters and Sounds Revised Phonics Scheme and Spring Vale SPaG vocabulary progression
 Development Matters (Non Statutory) Early Learning Goals (EYFS Statutory Framework) The National Curriculum

	Key Reading Skills	Key Vocabulary	CEW
<p>Early Years</p> <p>RED – 3-4 Years BLUE – Reception GREEN - ELG</p>	<ul style="list-style-type: none"> Recognise words with same sound Repeat words / phrases from a familiar story Use vocabulary for time / space / function Use pronouns, prepositions, plurals Blend sounds into words so that they can read short words made up of known letter-sound correspondence Read some letter groups that each represent one sound and say the sounds for them Learn new vocabulary Use new vocabulary throughout the day and in different contexts Retell stories and narratives using own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play when appropriate 	<p>Book, cover, title, blurb, left to right, author, illustrator, fiction, nonfiction, rhymes, poems, songs, page, contents, story, beginning, middle, end, character, setting, page number, traditional tale</p> <p>phoneme, grapheme, digraph, trigraph, blending, segmenting, tricky words, syllable, decode, initial sound, full stop, capital letter, letter, word, sentence.</p>	<ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words <p>Little Wandle Phase 2 and* as* be full go has* he her* his* I into is me no of pull push put she the to we</p> <p>Little Wandle Phase 3 all are by my pure sure they was you</p> <p>Little Wandle Phase 4 come do have here like little love one out said says so some there today were what when</p>
<p>Year 1</p>	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond those that can be read independently Check that the text makes sense to them as they read and correct inaccurate reading Discuss word meanings, linking new meanings to those already known Draw upon known knowledge of vocabulary or background knowledge to understand the text Recognise and join in with predictable phrases Use vocabulary given and explained by the teacher Discuss favourite words and phrases 	<p>As above, plus:</p> <p>glossary, index, heading, vocabulary, predict, inference, explain, sequence, retrieve, caption, label, pattern, dictionary, diary, subheadings, paragraph, word, phrase, comma, apostrophe, question mark, exclamation mark, diary, tense, root word, prefix, suffix, volume, intonation, prosody, recite, events, automatic, alternative.</p>	<ul style="list-style-type: none"> To read Y1 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. <p>Little Wandle as above, plus Phase 5: again any ask beautiful because busy call could different eye friend hour house improve laugh many mouse move Mr Mrs Ms oh once our parents people pretty school shoe should their thought through two want water where who whole work would your</p>

<p>Year 2</p>	<ul style="list-style-type: none"> • Listen to, discuss, and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Check that the text makes sense to them as they read and correct inaccurate reading • Draw on what they already know about vocabulary or on background information and vocabulary that is provided and explained by the teacher • Discuss and clarify the meanings of words; link new meanings to known vocabulary • Discuss own favourite words and phrases • Recognise some recurring language in stories and poems • Use dictionaries to check the meaning of words that they have read 		<ul style="list-style-type: none"> • To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. <p>Little Wandle as above plus: after bath behind both break child children Christmas class climb clothes cold door even every everybody fast father find floor gold grass great half hold kind last mind money most old only pass past path plant poor prove steak sugar told wild</p>
	<h2>Key Reading Skills</h2>	<h2>Key Vocabulary</h2>	<h2>CEW</h2>
<p>Year 3</p>	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Check that the text makes sense to them, discussing their understanding and explaining the words in context • Ask questions about vocabulary to improve their understanding of a text • Use dictionaries to check the meaning of words that they have read • Discuss words and phrases that capture the readers interest or imagination • Identify how language choices help build meaning • Find the meaning of new words using substitution within a sentence 	<p>As above, plus:</p> <p>Text, novel, playscripts, biography, autobiography, myths/legends, fantasy, sub title, reference, summarise, extract, font, effect, perform, audience, structure, recite, thesaurus, headline, verse, scene, narrator, stage direction, rhythm, drama, act, actor, classics, inverted commas, direct / indirect speech, action, evidence, justify, opinion, tone, action, structure, language, presentation, rehearse, etymology, morphology.</p>	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet. • Read further CEW, noting the unusual correspondences between spelling and sound, and where these occur in the word.
<p>Year 4</p>	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Check that the text makes sense to them, discussing their understanding and explaining the words in context • Ask questions about vocabulary to improve their understanding of a text • Discuss new and unusual vocabulary and clarify the meaning of these • Use dictionaries to check the meaning of words that they have read • Use a thesaurus to find synonyms • Discuss and explain how particular words and phrases capture the reader’s interest and imagination 		<p>accident(ally) actual(ly) address although answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>

<p>Year 5</p>	<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks • Check that the book makes sense, discussing their understanding and exploring the meaning of words in context • Confidently use a dictionary to check word spelling and meaning • Discuss how the authors' choice of language impacts on the reader • Evaluate the authors choice of language • Investigate alternative word choices that could be made • Use a thesaurus to find synonyms for a larger variety of words • Re-write passages using alternative word choices • Begin to look at figurative language 	<p>As above, plus:</p> <p>Journal, by-line, reviews, evaluate, speculate, hypothesis, figurative language, stanza, cultures, traditions, connection, evidence, motive, distinguish between, record, challenge, reasoned justifications.</p>	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand the meaning of new words they meet. <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht.</p>
<p>Year 6</p>	<ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks • Check that the book makes sense, discussing their understanding and exploring the meaning of words in context • Evaluate how the authors' use of language impacts upon the reader • Find examples of figurative language and discuss how this impacts the reader and contributes to meaning or mood • Discuss how presentation and structure contribute to meaning • Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph 		