Reading Progression - Vocabulary

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Vocabulary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	**Recognising and joining in with predictable phrases** **Discussing word meanings, linking new meanings to those already known**	**Discussing and clarifying the meanings of words, linking new meanings to known vocabulary** **Discussing their favourite words and phrases** **Recognising simple recurring literary language in stories and poetry**	**Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet** **Using dictionaries to check the meaning of words that they have read** **Explaining the meaning of words in context** **Discussing words and phrases that capture the reader's interest and imagination** **Identifying how language contributes to meaning** **Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**		**Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet** **Identifying how language contributes to meaning** **Asking questions to improve their understanding** **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader** **Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**	
Range of texts/genres	***Age appropriate texts:*** ***Reading for themselves key stories, fairy stories and traditional tales*** ***Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wider range of stories, fairy stories and traditional tales*** ***Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wide range of books, including fairy stories, myths and legends*** ***listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***Reading books that are structured in different ways and reading for a range of purposes***		***Age appropriate texts:*** ***Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***reading books that are structured in different ways and reading for a range of purposes*** ***a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions***	
Identify vocabulary	• Recognise vocabulary associated with different genres provided by the teacher	• **Recognise simple recurring literary language in stories and poems** e.g. repetition	• Identify patterns in language e.g. repetition, rhyme, alliteration • Identify and generate words with similar meanings or linked to a specific focus	• Identify and generate words with similar and opposite meanings	• Identify figurative language devices	• Identify words and phrases that create a particular mood, feeling or attitude including figurative language
Explain the meanings of words	• **Discuss word meanings, linking new meanings to those already known**	• **Discuss and clarify the meanings of new words, linking new meanings to known vocabulary** • Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context	• **Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet** • **Explain the meaning of words in given contexts** • Begin to discuss language to extend their interest in the meaning and origin of words • **Begin to use dictionaries to check the meaning of words**	• **Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet** • **Explain the meaning of words in given contexts** • Discuss language to extend their interest in the meaning and origin of words • **Use dictionaries to check the meaning of words that they have**	• **Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context** • **Ask questions about vocabulary to improve their understanding**	• **Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context** • **Ask questions to help clarify their understanding of vocabulary**

			that they have read	**read**		
Explain the intended impact of words and phrases on the reader	• **Recognise and join in with predictable phrases**	• **Discuss their favourite words and phrases from the text**	• **Discuss words and phrases that capture the reader's interest and imagination**	• **Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices** • Explain why the author has used a particular word or phrase	• **Discuss how language contributes to the overall meaning** • **Discuss how authors use figurative language and the impact of these on the reader** • Compare the impact of different language devices within a text	• **Explain how words and phrases create a particular mood, feeling or attitude** • **Consider the impact on the reader of a range of vocabulary and language devices** • Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose	• Capture and apply new vocabulary in writing	• Collect and apply new vocabulary in writing	• Begin to recognise key vocabulary and language features from different genres and apply to writing.	• Recognise key vocabulary and language features from different genres and apply to writing.	• **Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.**	• **Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader.** • Suggest how language would need to change for different audiences