



Wistanstow Primary School

# Reading Progression - Vocabulary

KS1 VOCABULARY

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	Year 1	Year 2
Key Reading Skills	<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known</li> <li>• Draw upon knowledge of vocabulary in order to understand the text</li> <li>• Join in with predictable phrases</li> <li>• Use vocabulary given by the teacher</li> <li>• Discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>• Discussing their favourite words and phrases</li> <li>• Recognise some recurring language in stories and poems</li> </ul>
Questions Stems	<ul style="list-style-type: none"> <li>• What does the word ... mean in this sentence?</li> <li>• Find and copy a word which means....</li> <li>• Which of the words best describes the character or setting?</li> <li>• Which word in this part do you think is the most important?</li> <li>• Why do you think they repeat this word in the story?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you find a noun/adjective/verb that tells/shows you that...?</li> <li>• Why do you think that the author used the word... to describe...?</li> <li>• Which other word on this page means the same as...?</li> <li>• Find an adjective in the text which describes...</li> <li>• Which word do you think is most important in this section? Why?</li> <li>• Which word best describes...?</li> </ul>

LOWER KS2 VOCABULARY

	Year 3	Year 4
Key Reading Skills	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> </ul>	
	<ul style="list-style-type: none"> <li>Discuss words that capture the readers interest or imagination</li> <li>Identify how language choices help build meaning</li> <li>Find the meaning of new words using substitution within a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read</li> <li>Use a thesaurus to find synonyms</li> <li>Discuss why words have been chosen and the effect these have on the reader</li> <li>Explain how words can capture the interest of the reader</li> <li>Discuss new and unusual vocabulary and clarify the meaning of these</li> <li>Find the meaning of new words using the context of the sentence.</li> </ul>
Questions Stems	<ul style="list-style-type: none"> <li>What does this word/phrase/sentence tell you about the character/setting/mood?                             <ul style="list-style-type: none"> <li>How has the author made you feel by writing...?</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Can you find this word in the dictionary?</li> <li>By writing in this way, what effect had the author created?</li> <li>What other words/phrases could the author have used here?</li> <li>Which word tells you that...?</li> <li>Find and highlight the word that is closest in meaning to...?</li> </ul>	<ul style="list-style-type: none"> <li>Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?</li> <li>By writing..., what effect has the author created?</li> <li>Do you think they intended to?</li> <li>What other words/phrases could the author have used here? Why?</li> <li>Which word is closest in meaning to...?</li> </ul>

UPPER KS2 VOCABULARY

	Year 5	Year 6
Key Reading Skills	<ul style="list-style-type: none"> <li>• Explore the meaning of words in context, confidently using a dictionary</li> <li>• Discuss how the authors' choice of language impacts on the reader</li> <li>• Evaluate the authors choice of language</li> <li>• Investigate alternative word choices that could be made</li> <li>• Begin to look at figurative language</li> <li>• Use a thesaurus to find synonyms for a larger variety of words</li> <li>• Re-write passages using alternative word choices</li> <li>• 'read around the word' and explore its meaning in the broader context of a section or paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how the authors' use of language impacts upon the reader</li> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood</li> <li>• discuss how presentation and structure contribute to meaning</li> <li>• 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</li> </ul>
Questions Stems	<ul style="list-style-type: none"> <li>• What does this word/phrase/sentence tell you about the character/setting/mood?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Can you quickly find...in the dictionary and thesaurus?</li> <li>• By writing..., what effect has the author created? Do you think they intended to?</li> <li>• What other words/phrases could the author have used here? Why?</li> <li>• How has the author made you/this character feel by writing...? Why?</li> <li>• Find and highlight the word which is closest in meaning to...</li> <li>• Find a word which demonstrates...</li> <li>• Can you rewrite this in the style of the author using your own words?</li> <li>• How have simile and metaphor been used here to enhance the text?</li> </ul>	<ul style="list-style-type: none"> <li>• By writing..., what effect has the author created? Do you think they intended to?</li> <li>• Can you find examples of simile, metaphor, hyperbole or personification in the text?</li> <li>• Why has the text been organised in this way? Would you have done it differently?</li> <li>• What other words/phrases could the author have used here? Why? How has the author made you/this character feel by writing...? Why?</li> </ul>