

## Reading Vocabulary Progression at KSJ

	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
overview	<p>print has meaning</p> <p>read left to right</p> <p>top to bottom</p> <p>names of parts of the book</p> <p>page sequencing</p>	<p>Regular sharing of books and discussion of children's ideas and responses</p> <p>Draw children's attention to a wide range of examples of print with different functions</p>	<p>Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words</p> <p>Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction</p>		<p>read books written at an age-appropriate interest level</p> <p>read with accuracy and speed</p> <p>decode most</p> <p>make approximation</p> <p>develop breadth and depth</p> <p>independent, fluent and enthusiastic readers</p> <p>developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently</p>		<p>read aloud a wider range of poetry and books</p> <p>reasonable speaking pace.</p> <p>read most words effortlessly</p> <p>prepare readings, with appropriate intonation</p> <p>reading widely and frequently</p> <p>summarise and present</p> <p>read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p>	
specific	<p>develop phonological awareness</p> <p>spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p> <p>talk about books and stories</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills</p> <p>grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier</p> <p>blending the sounds into words</p> <p>hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.</p> <p>phonic knowledge</p> <p>common exception words</p> <p>fairy stories</p> <p>predict</p> <p>recite</p> <p>title</p> <p>events</p>	<p>read all common graphemes</p> <p>read unfamiliar words containing these graphemes, accurately</p> <p>increase their fluency</p> <p>retell some familiar stories</p> <p>apply phonic knowledge</p> <p>automatic decoding</p> <p>blending</p> <p>alternative</p> <p>polysyllabic</p> <p>suffixes</p> <p>inferences</p> <p>motivation</p> <p>predicting</p> <p>enjoyment</p> <p>understand</p> <p>cause and effect</p> <p>prefixes</p> <p>narrative</p> <p>non-fiction</p>	<p>root words, prefixes and suffixes</p> <p>read further exception words</p> <p>comprehension</p> <p>pronunciations</p> <p>positive attitudes</p> <p>structure</p> <p>dictionaries</p> <p>themes and conventions</p> <p>intonation, tone, volume and action</p> <p>interest and imagination</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting</p> <p>summarising</p> <p>language, structure, and presentation</p> <p>retrieve and record</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance</p> <p>give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words</p>	<p>apply their growing knowledge of root words, prefixes and suffixes</p> <p>maintain positive attitudes</p> <p>increasing their familiarity with a wide range of books</p> <p>recommending books</p> <p>identifying and discussing themes and conventions</p> <p>making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>preparing poems</p> <p>discuss and evaluate how authors use language</p> <p>figurative language</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions</p> <p>challenging</p> <p>reasoned justifications</p>		

terminology	rhyme initial sounds		the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	accident(ally) actual(ly) address 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	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
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