

Vocabulary Progression							
At Thurgoland, we carefully select our texts to provide enrich our reading sessions with high-quality vocabulary, so children understand the meaning of words to ensure language comprehension is not a difficulty for our pupils, once word reading is automatic. Research states pupils need to encounter a word a number of times in different contexts for it to enter their working vocabulary, as a result specific teaching of vocabulary per text is instilled into the pedagogy of reading comprehension. It is important for our pupils to use new vocabulary in a variety of contexts and learn meaning of words through teacher-to-pupil activities.							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (Including non-statutory guidance)	<p><i>ELG: Use and understand recently introduced vocabulary</i></p> <p><i>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p>	<p><i>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"><li><i>➤ being encouraged to link what they can read or hear read to their own experiences</i></li><li><i>➤ recognising and joining in with predictable phrases</i></li><li><i>➤ discussing word meanings, linking new meanings to those already known</i></li></ul>	<p><i>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"><li><i>➤ recognising simple recurring literary language in stories and poetry</i></li><li><i>➤ discussing and clarifying the meanings of words, link new meanings to known vocabulary</i></li><li><i>➤ discussing their favourite words and phrases</i></li></ul>	<p><i>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"><li><i>➤ using dictionaries to check the meaning of words that they have read</i></li><li><i>➤ discussing words and phrases that capture the reader’s interest and imagination</i></li><li><i>- understand what they ready, in books they can read independently, by:</i></li><li><i>➤ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></li><li><i>➤ identifying how language, structure and presentation contribute to meaning</i></li></ul>	<p><i>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"><li><i>➤ making comparisons within and across books</i></li><li><i>- understand what they read by:</i></li><li><i>➤ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i></li><li><i>➤ identifying how language, structure and presentation contribute to meaning</i></li><li><i>➤discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader</i></li></ul>		
Core Knowledge (word meaning)	<p><b>EYFS</b></p> <p>I know recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play e.g., knowing newly introduced vocabulary and using it throughout the day; retelling the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p><b>Year 1</b></p> <p>I start to know about the meaning of new words that I encounter, making links between these and words for which they already know the meaning e.g., Talk through stories vocabulary from Billy and the Dragon – rummaged (rummage, rummaging)</p>	<p><b>Year 2</b></p> <p>I know that meanings of words I already know can help discuss meanings of new words, including knowing past and present tense e.g., Talk Through Stories vocabulary from After the Fall – admit (admitted, admitting)</p> <p>I know homophones sound the same but have different meanings e.g., bear and bare</p> <p>I know simple recurring literary language in stories and poetry. e.g. When reading Jack and the Beanstalk, child can answer the question: ‘What will the giant say when he comes back to the castle the third time.’ Child can use their knowledge of what the giant said the first two times to answer: ‘Fee fi fo fum...’</p>	<p><b>Year 3</b></p> <p>I know word families based on common words e.g., solve, solution, solver, dissolve, insoluble.</p> <p>I know that some words can have different meanings in different contexts e.g.</p> <ol style="list-style-type: none"><li>I plant flowers every spring.</li><li>They watched the frog spring out of the box.</li></ol> <p>In the first example the word spring is used as a noun that names the season that follows winter and precedes summer. In the second example, the word spring is used as a verb that describes the action of suddenly jolting forward.</p>	<p><b>Year 4</b></p> <p>I know to use a dictionary is a useful way to check the meaning of new words that I have read in context.</p> <p>I know alphabetical order in order to use a dictionary.</p> <p>I know that a dictionary defines words, including multiple definitions depending on the use of the word e.g. as a verb or as a noun</p> <p>I know that features such as the glossary can help me to find the meaning of unfamiliar, subject specific words.</p> <p>I know that words and phrases can be used to capture the reader’s interest and imagination.</p>	<p><b>Year 5</b></p> <p>I know to use a thesaurus to find appropriate synonyms for the context</p> <p>I know alphabetical order in order to use a dictionary or thesaurus.</p> <p>I know that a dictionary defines words whereas a thesaurus provides synonyms.</p> <p>I know that author’s use language (including figurative language and sophisticated words) to deliberately impact the reader e.g. my friend is endearing</p>	<p><b>Year 6</b></p> <p>I know that reading around the ‘word’ will aid my understanding, including of words that are unfamiliar or have two meanings e.g. Tom opened his mouth for a rebuttal when Mum interrupted: “If you two don’t stop bickering, then there will be consequences.” I know Tom opens his mouth for a rebuttal and I know that Mum interrupts him or stops him. I also know he is bickering / arguing with someone before Mum speaks. Using my prior knowledge of situations like this, I can work out that rebuttal means argue back.</p>



Rules of Grammar Progression							
For pupils to have good knowledge of vocabulary, they also need sufficient understanding of grammatical rules of words. Research has shown that learning how affixes can change the meaning of words can improve pupils understanding of vocabulary. By our pupils being secure in their knowledge of rules of grammar and having awareness of how in English the meaning of words can be changed by these, will ensure all pupils can develop vocabulary and make informed guesses about possible meanings of new words.							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum (Including non-statutory guidance)	<ul style="list-style-type: none"><li>➤ Say a sound for each letter in the alphabet and at least 10 digraphs;</li><li>➤ Read words consistent with their phonic knowledge by sound-blending</li><li>➤ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul>	<ul style="list-style-type: none"><li>➤ leaving spaces between words</li><li>➤ Joining words and joining clauses using and</li><li>➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li><li>➤ learning the grammar for year 1 in English Appendix 2</li><li>➤ use the grammatical terminology in English Appendix</li><li>➤ apply phonic knowledge and skills as the route to decode words</li></ul> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<ul style="list-style-type: none"><li>➤ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>➤ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>➤ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li><li>➤ sentences with different forms: statement, question, exclamation, command</li><li>➤ expanded noun phrases to describe and specify [for example, the blue butterfly]</li><li>➤ the present and past tenses correctly and consistently including the progressive form</li><li>➤ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>➤ the grammar for year 2 in English Appendix 2</li><li>➤ some features of written Standard English</li></ul> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<ul style="list-style-type: none"><li>➤ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li><li>➤ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. develop their understanding of the concepts set out in English Appendix 2</li><li>➤ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>➤ using the present perfect form of verbs in contrast to the past tense</li><li>➤ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>➤ using conjunctions, adverbs and prepositions to express time and cause</li><li>➤ using fronted adverbials</li><li>➤ Learning the grammar for years 3 and 4 in English Appendix 2</li><li>➤ using commas after fronted adverbials</li><li>➤ indicating possession by using the possessive apostrophe with plural nouns</li><li>➤ using and punctuating direct speech</li></ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		<ul style="list-style-type: none"><li>➤ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. develop their understanding of the concepts set out in English Appendix 2 by:</li><li>➤ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>➤ using passive verbs to affect the presentation of information in a sentence</li><li>➤ using the perfect form of verbs to mark relationships of time and cause</li><li>➤ using expanded noun phrases to convey complicated information concisely</li><li>➤ using modal verbs or adverbs to indicate degrees of possibility</li><li>➤ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>➤ learning the grammar for years 5 and 6 in English Appendix 2</li><li>➤ using commas to clarify meaning or avoid ambiguity in writing</li><li>➤ using hyphens to avoid ambiguity</li><li>➤ using brackets, dashes or commas to indicate parenthesis</li><li>➤ using semi-colons, colons or dashes to mark boundaries between independent clauses</li><li>➤ using a colon to introduce a list</li><li>➤ punctuating bullet points consistently</li></ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	

## Core Knowledge (grammar)

*\*Strands in gold font indicate a golden grammar thread in that particular year group\**

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><u>I know that language, structure and presentation contribute to the meaning, including:</u></p> <p>I know the <b>capital letters</b>.</p> <p>I know what a <b>sentence</b> is.</p> <p>I know a <b>full stop</b> finishes a <b>sentence</b>.</p> <p>I know <b>past tense</b> of regular <b>verbs</b> e.g.adding -ed, -d, or -ied</p>	<p><u>I know that language, structure and presentation contribute to the meaning, including:</u></p> <p>I know <b>capital letters</b> go at the start of a sentence, name or place.</p> <p>I know that a capital ‘I’ is a <b>personal pronoun</b>.</p> <p>I know a <b>full stop</b> is a type of <b>punctuation</b> that finishes a <b>sentence</b>.</p> <p>I know a <b>question mark</b> comes at the end of a question.</p> <p>I know an <b>exclamation mark</b> can end a sentence.</p> <p>I know <b>words</b> combine to make <b>sentences</b>.</p> <p>I know ‘and’ is a <b>joining word</b> used to join <b>clauses</b>.</p> <p>I know <b>singular</b> and regular <b>plural</b> nouns suffixes e.g. -s or -es: dog, dogs; wish, wishes</p> <p>I know <b>verbs</b> are action words.</p> <p>I know that <b>suffixes</b> can be added to <b>verbs</b>, where no change is needed in the spelling of the root word e.g., <b>helper, helping, helped</b></p> <p>I know that the <b>prefix</b> – un – changes the meaning of <b>verbs</b> and <b>adjectives</b> e.g., <b>unkind or undoing</b></p>	<p><u>I know that language, structure and presentation contribute to the meaning, including:</u></p> <p>I know a <b>comma</b> can be used to separate items on a list.</p> <p>I know <b>statement</b> sentences often follow a subject-verb-object (SVO) structure e.g., <b>the cat sat on the mat</b>.</p> <p>I know that <b>exclamation</b> sentences express strong emotion and end with an exclamation mark.</p> <p>I know <b>question</b> sentences often use question words e.g., <b>Where are you going?</b></p> <p>I know <b>command</b> sentences often start with the <b>verb</b> e.g., <b>close the door</b>.</p> <p>I know <b>conjunctions</b> join 2 clauses together e.g., <b>subordinating conjunctions</b> – when, if, that, because – and <b>coordinating conjunctions</b> – or, and, but.</p> <p>I know <b>apostrophes</b> mark where letters are missing in spelling and to mark singular possession in nouns e.g. <b>the girl’s name</b>.</p> <p>I know <b>nouns</b> are places, person or object.</p> <p>I know <b>adjectives</b> are describing words.</p> <p>I know how to make <b>adjectives</b> using <b>suffixes</b> e.g. -ful, -less</p>	<p><u>I know that language, structure and presentation contribute to the meaning, including:</u></p> <p>I know <b>inverted commas</b> ‘speech marks’ punctuate <b>direct speech</b></p> <p>I know <b>paragraphs</b> are a way to group related material.</p> <p>I know that <b>headings</b> and <b>subheadings</b> can aid presentation.</p> <p>I can express time, place and cause using <b>conjunctions</b> e.g., <b>When, before, after, while, so, because</b></p> <p>I know <b>prepositions</b> express the time and place e.g., <b>before, after, during, in, because of</b></p> <p>I can express time, place and cause using <b>adverbs</b> e.g., <b>then, next, soon, therefore</b></p> <p>I know <b>nouns</b> can be formed by a range of <b>prefixes</b> e.g., <b>super-, anti-, auto-</b></p> <p>I know to use ‘a’ next to a word beginning with a <b>constant</b> e.g., <b>a rock</b> I know to use ‘an’ next to a word beginning with a <b>vowel</b> e.g., <b>an open box</b></p> <p>I know <b>word families</b> based on common words e.g., <b>solve, solution, solver, dissolve, insoluble</b>.</p> <p>I know present perfect form of verbs e.g., <b>He has gone out to play – contrasted with – He went out to play</b></p>	<p><u>I know that language, structure and presentation contribute to the meaning, including:</u></p> <p>I know <b>inverted commas</b> ‘speech marks’ and other <b>punctuation</b> can indicate <b>direct speech</b> e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”</p> <p>I know <b>paragraphs</b> are a way to organise ideas around a theme.</p> <p>I know <b>determiners</b> come before a <b>noun</b> and tell us either how many or which one e.g., a pen; the pen; five pens; that pen; your pen; some pens</p> <p>I know <b>expanded noun phrases</b> can be extended by the use of modifying <b>adjectives, nouns</b> and <b>prepositional phrases</b> e.g., the teacher expanded to: the strict maths teacher with curly hair.</p> <p>I know <b>fronted adverbials</b> can give more information to the reader e.g., <b>Later that day, I heard the bad news</b></p> <p>I know to use a <b>comma</b> after a <b>fronted adverbial</b>.</p> <p>I know prepositions express time, place and cause.</p> <p>I know standard English forms for <b>verb inflections</b> instead of local spoken forms e.g. <b>we were</b> instead of <b>we was</b>; <b>I did</b> instead of <b>I done</b>.</p>	<p><u>I know that language, structure and presentation contribute to the meaning, including:</u></p> <p>I know how to build <b>cohesion</b> within a <b>paragraph</b> e.g., then, after, that, this, firstly</p> <p>I know a variety of <b>adverbials</b> to link ideas across <b>paragraphs</b> e.g., <b>adverbials</b> of time (for example: later), place (for example: nearby), or number (for example: <b>secondly</b>)</p> <p>I know <b>modal verbs</b> and <b>adverbs</b> can show degrees of possibility e.g., <b>might, should, will, must</b> and <b>perhaps, surely</b>.</p> <p>I know a relative clause adds additional information to a clause e.g., using <b>relative pronouns</b> who, which, where, when, whose, that or an omitted relative pronoun</p> <p>I know that <b>commas</b> can be used to avoid <b>ambiguity</b> or clarify meaning e.g., <b>Without a comma: "Let's eat Grandma."</b> (This suggests you are going to eat Grandma) <b>With a comma: "Let's eat, Grandma."</b> (This suggests you are eating with Grandma)</p> <p>I know <b>parenthesis</b> is marked by <b>brackets, dashes</b> or <b>commas</b> to add in information.</p> <p>I know <b>nouns</b> and <b>adjectives</b> can be converted into <b>verbs</b></p>	<p><u>I know that language, structure and presentation contribute to the meaning, including:</u></p> <p>I know a wider range of <b>cohesive devices</b> to link ideas across <b>paragraphs</b> e.g., repetition of a word or phrase, grammatical connections (for example: the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence), and <b>ellipsis</b>.</p> <p>I know the difference between vocabulary typical of informal speech and formal speech / writing e.g., find out – discover; ask for – request; go in – enter.</p> <p>I know the difference between structures typical of informal speech and formal speech / writing e.g., the use of question tags: He’s your friend, isn’t he?, or the use of <b>subjunctive</b> forms such as if <b>I were</b> or <b>Were they</b> to come in some very formal writing and speech</p> <p>I know how words are related by meaning as <b>synonyms</b> and <b>antonyms</b> e.g., big, large, little</p> <p>I know that <b>semi-colons, colons</b> and <b>dashes</b> can mark boundaries between independent <b>clauses</b> e.g. <b>It’s raining; I’m fed up</b>.</p> <p>I know that a <b>colon</b> can introduce a list.</p> <p>I know I can use <b>semi-colons</b> to separate items within a list.</p>



			<p>I know that that <b>noun phrases</b> can be used for <b>description and specification</b> e.g., the blue butterfly; the man on the moon</p> <p>I know <b>verbs</b> are action words.</p> <p>I know to turn <b>adjectives</b> into <b>adverbs</b> using ‘ly’ e.g., quick, quickly; slow, slowly.</p> <p>I know <b>adverbs</b> add detail to the <b>verb</b>.</p> <p>I know <b>past tense</b> has already happened.</p> <p>I know <b>present tense</b> is happening now.</p> <p>I know <b>progressive</b> forms of <b>verbs</b> in the <b>present</b> and <b>past tense</b> can mark actions in progress e.g. she is drumming; he was shouting</p>		<p>I know the grammatical difference between <b>plural</b> and <b>possessive</b> -s</p> <p>I know apostrophes can mark plural possession e.g. the girl’s name; the girls’ names.</p> <p>I know I should make appropriate choices of <b>pronouns</b> and <b>nouns</b> within and across sentences to avoid repetition and aid cohesion e.g., Sophie went to the beach. Sophie met Maliha at the beach and Sophie and Maliha walked Sophie and Maliha’s dog. Edited. Sophie went to the beach. She met Maliha there. They walked their dog.</p>	<p>by using <b>suffixes</b> e.g., -ate; -ise; -ify.</p> <p>I know <b>verb prefixes</b> e.g. dis-, de-, mis-, over- and re-</p>	<p>I know that <b>hyphens</b> can be used to avoid <b>ambiguity</b> e.g., man eating shark / man-eating shark</p> <p>I know that the use of <b>passive</b> and <b>active</b> can affect the presentation of information in a <b>sentence</b> e.g., I broke the window in the greenhouse / The window in the greenhouse was broken by me.</p> <p>*Knowledge of subject and object is important to applying this*</p> <p>I know that text can be structured using a variety of layout devices e.g., <b>headings, sub-headings, columns, bullets or tables</b>.</p>
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EYFS Vocabulary Intent

Tier 2 Vocabulary Progression

Tier 2 vocabulary are words which pupils are likely to encounter across their writing, in written texts and in more formal situations. These words are less likely to appear in everyday conversation vocabulary used by the pupils. Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter and use rich, transferable language.

In everything we do, we

See it! Say it! Learn it! Use it!

	Explicit teaching of high frequency words through RWI scheme. put, the, I, no, of, my, for, he, your, said, you, be, are																					
	Language for argument and opinion						Language for comparing and contrasting					Language of explanation / description					Language of prediction					
	I agree with / I disagree I think.... I don't think It will ... because I like the way...						It's the same because... It's different because... This is...and that is...					It's the same/different...because They / we both have... Altogether we/I have I know...because... It looks/smells/feels/tastes/sounds like...					I think it will... This will...because I know that...					
Talk for learning	Hugless Douglas by David Melling	Stickman by Julia Donaldson	Can't you sleep, Little Bear by Martin Waddell	Click, Clack, Moo by Doreen Cronin	Dogger by Shirley Hughes	Elmer by David McKee	Farmer Duck by Martin Waddell	The Extraordinary Gardener by Sam Broughton	Lost and Found by Oliver Jeffers	One snowy night by Nick Butterworth	My monster and me by Nadiya Hussain	Six Dinner Sid by Inga Moore	Missing Richmond by Patrick Corrigan	Mog the forgetful cat by Judith Kerr	On the way home by Jill Murphy	Billy and the Dragon by Nadia Shireen	The Lion Inside by Rachel Bright	Billy and the Beast by Nadia Shireen	Max and the Tag-Along Moon by Floyd Cooper	The Rainbow Fish by Marcus Pfister	Where the wild things are by Maurice Sendak	
	snuggled trembled clumsy peeped wrapped squeeze wriggled scooped	twirl tumbling shove weary chuckle doze clattering drifts	settled groaned curling up glow hooked twinkly puzzled cosy	impossible furious impatient demand gathered decided snoop emergency	belonged: fond anxiously searched exciting terrible practising staring	slipped away absolutely serious burst gasp celebrate decorate	crept wriggled creaked wearily fled squeezed	imagination wild ordinary roamed soared longed discovered	ignored floated disappointme nt discovered delighted lonely searched wonderful	cosy miserable snuggled shivering shoved scraping fierce chuckle	arrived gigantic growly bossier budge suddenly stroked	discovere d slip out unlike tough damp suspicious believed furious	trekked gathering searched immediately rescue distract celebrate gracefully	Forgetful remarkabl e suddenly noticed shining excited perhaps surprised	sneaking gasp crammed soaring vast gloomy slithering struggled	adorable mysterious grabbed massive rummaged fearsome fortunate treacherous	sparkled mighty craggy meek whimpered ignored impressed slumbering	rumble stashing dumped terrible huffed unusual plump impressive	appeared gazed embraced flicker tumbled faded wondered peeked	sparkling glide admire emerged discover peculiar whizzed delighted	mischief: roared staring terrible tumbled lonely blinking	

Year 1 Vocabulary Intent																							
<div>Tier 2 Vocabulary Progression</div> <div>Tier 2 vocabulary are words which pupils are likely to encounter across their writing, in written texts and in more formal situations. These words are less likely to appear in everyday conversation vocabulary used by the pupils. Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter and use rich, transferable language.</div> <div><div>In everything we do, we</div><div>See it! Say it! Learn it! Use it!</div></div>																							
	Year 1 Statutory Vocabulary (not necessarily tier 2 words): 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																						
	Language for argument and opinion						Language for comparing and contrasting					Language of explanation / description					Language of prediction						
	Yes / no because... I don't like / do like...because I agree / disagree with... It is right / wrong because... I think / don't think that...						They are the same / different because... is .... and .... is ....  They are alike because they are both.....					I ....because When I ....because It is ...and... It is a/an (adjective) (noun) After I...					I think... because I predict... I think...will happen because... I know that						
Talk for learning	The giant jam sandwich by John Vernon Lord and Janet Burroway	The Scarecrow's wedding by Julia Donaldson	Winnie the witch by Valerie Thomas	Room on the broom- Julia Donaldson	Anna Hibiscus' Song by Atinuke	Cops and Robbers by Allan Ahlberg	The Bear and the Piano by David Litchfield	I'm in charge by Jeanne Willis	Slow Samson by Bethany Christou	Handa's Hen by Eileen Brown	Tiddler By Julia Donaldson	Owl Babies By Martin Waddell	Sonya's Chickens By Phoebe Wahl	The Squirrels who Squabbled By Jim Field	Frockodile by Jeanne Wills	Aliens Love Underpants By Claire Freedman and Ben Cort	Billy Monster's Daymare by Alan Durant	Billy's Bucket by Kes Gray	A little Bit Brave by Nicola Kinnear	Zog by Julia Donaldson	Ruby's worry by Tom Percival		
	nuisance mighty leaped spoil swelled squealed humming dived	hunt spotted hurried gathered certain exclaimed staggering sprinkled	furious crawled ridiculous miserable gleaming decided hurrying	searched grinned shriek magnificent politely clutched keen grateful	amazing pound scattering floats chuckles explode reasons	fondness bounded dreadful prowl gloomy rumpled whirled skidded	passion bounded longed admiration explore missed proud stumbled	bellowed startled barged sneaked grinned dreadful stomped refused	arrived distracted charged annoyed sobbed received rushed lonely	hunted fluttery peered waving shiny peeped scurried skipped	captured struggled dawdling hauling glimmered shivered peeped bashed	hunting silent fuss bounced swooped brave flapped	spruced tending nestled ruckus crept cowering exhausted	squabbling towering squealed gathered convinced sprinted hollered scurried	whirled fierce sniggered delighted disgrace swiftly adorable astonishment	breeze invited delighted daring squeeze blame zoom lurks	spooky gloomy sobbed soothed wearily growled creaked groaned	explained persuaded sighed excitedly special chuckled frowned imagination	daring stomped adventure scurrying proud familiar whimpered gobbled	gripping wildly fearsome expert crowded triumph soared roared	explore discovered wondered enormous barely unexpected shrink tumbled		

Year 2 Vocabulary Intent

Tier 2 Vocabulary Progression

Tier 2 vocabulary are words which pupils are likely to encounter across their writing, in written texts and in more formal situations. These words are less likely to appear in everyday conversation vocabulary used by the pupils. Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter and use rich, transferable language.

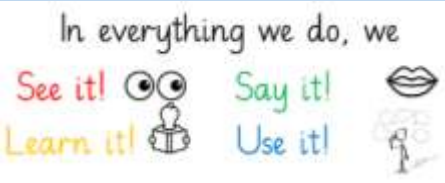
In everything we do, we

See it! Say it! Use it!


Learn it!

	<b>Year 2 Statutory Vocabulary (not necessarily tier 2 words):</b> 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																								
	Language for argument and opinion						Language for comparing and contrasting						Language of explanation / description						Language of prediction						
	Yes / no because... I don't like / do like...because I agree / disagree with... It is right / wrong because... I think / don't think that... I believe... I think that... In my opinion... However... Also...						They are the same / different because... is .... and .... is They are alike because they are both..... They are similar because They are different because						I ....because ...When I ....because It is ...and... It is a/an (adjective) (noun) After/Before I...						I think... because...I predict... I think...will happen because... I know that						
Talk for learning	After the Fall by Dan Santat	Burglar Bill by Janet and Allan Ahlberg	Five minutes peace by Jill Murphy	Gecko's Echo by Lucy Rowland	Perfectly Norman by Tom Percival	Chicken Licken (Fiction) Henry' Visit to the Jungle	Anasi and the Four Bananas (Fiction) My diary by Anansi	The Wish (Fiction)	The Three of Us (Fiction)	Drusilla' s Diary (Fiction)	The Cupboard Under the Stairs (Fiction)	Rose and Ruby (Fiction)	Mary Seacole (Non-Fiction)	Teeth (Non-Fiction)	The Class Trip (Fiction)	All About India (Non-Fiction)	Nana (Fiction)	Bees (Non-Fiction)	Atishoo! (Fiction)	The Mango Tree (Fiction)	Water is Precious (Non-Fiction)	Anna's Story (Fiction)	The Cup Final (Fiction)	William Kamkwamba (Non-Fiction)	Adrift (Fiction)
	Eventually, famous, grand, fortunately, admit, perfect, terrified	Comfortable, suddenly creep wonders hurry terrible fright pinched	Sneaked, plonked, pleasant, trailed, muttered, groaned, peace, beamed	Brave, muttered, spied, scampered, beware, boomed, crept, precious	Extraordinary, uncomfortable, swooping, miserable, hesitantly, problematic, wonderful, nervously	Terrified, haystack, pondweed, helter-skelter, waddling, reflected, inviting, worried, amazed, exhausted, confused, frightened	Wages, curious, scurrying, slyly, cried, swarming, adored, empty handed, whiniest, sorrowful, hungry, crafty, hopeful, ungrateful	carved crib, quarrelling, sparing my life, pleaded, pantry, papery hand curse, adoring, devoted, illuminated, glanced	Determined, chirp, humiliated, sneer, despair,	Moping, prancing, ashes, cram, haul, mockingly, unpleasant, straining	Slithery, reluctantly, on its last legs, scent, jammed, clamber, unkempt	Slates, larder, tearaway, got the cane, disobedient, affectionate, mouse (computer equipment), impatient, irritable, variety, beheaded	Glossary, wounded, mosquito, bold (a word in bold), sympathetic, agonising, grime, unbearable, stench , feeble, blood- stained, horrified	Decay, replaced, surface, uneven, grinding, rots, prevents, regularly	Coward (not very brave), hovering, expression, get even with, frosty expression, faint, ridiculous, disappointed	Peaks, drought, monsoon, currency, species, in memory of (his wife), purpose built, highlights (highlights of the school year), spacious, contribute	Rest home, matron, frail, bobbydazzler, wobbily (voice), chapel of rest, heap, pricking, sniggering, disgusted	Stone Age, beeswax, royal jelly, colony, pollen, nectar, larvae, honeycomb, minute, dwarf, concealed, specimens, fairyfly	Blacksmith, posies, scolded, quarrelling, nightgown, twitchiness, sneer, boast, lord it over,	Border, settle (an argument), rightful, parched, seldom	Depend on, burrows, (verb and noun), concerned, darts	Store holders, translated, dawn until dusk, considerate	mocking, darting, taunted, gleefully, swerved, slumped, thrilled	famine, scavenging, hoisted, conference	rammed, flimsy, frantically, horizon, raft, adrift, barely, abandon, relief, flare



Year 3 Vocabulary Intent							
<p><b>Tier 2 Vocabulary Progression</b></p> <p><i>Tier 2 vocabulary are words which pupils are likely to encounter across their writing, in written texts and in more formal situations. These words are less likely to appear in everyday conversation vocabulary used by the pupils. Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter and use rich, transferable language.</i></p> 							
	<b>Year 3 Statutory Vocabulary (not necessarily tier 2 words):</b> accident, actual, although, answer, arrive, bicycle, breath, build, busy caught, century, circle, continue, decide, difficult, early, earth, enough, exercise, extreme, famous, February, forward, fruit, group, guide, heart, imagine, important, learn, length, library, minute, natural, naughty, notice, occasion, opposite, popular, position, possess, possible, potatoes, pressure, promise, quarter, question, regular, remember, sentence, straight, strange, strength, thought, woman, women						
	Language for argument and opinion		Language for comparing and contrasting		Language of explanation / description		Language of prediction
	An argument for/against is...    I don't like / do like...because    I agree / disagree with...    It is right / wrong because...    I think / don't think that...    I believe... I understand but/however...    I accept your opinion/decision but/however...    In my opinion.../My view is...    Building on what you're saying...    However...		They are the same / different because... is .... and .... is .... They are alike because they are both..... They are similar because They are different because		I ....because    When I ....because    It is ...and... It is a/an (adjective) (noun)    After/Before I... I think it looks/feels/smells/sounds like...    It reminds me of...		I think... because    I predict... I think...will happen because...    This is probable because...    After...I predict that...    This is a result of...
Talk for learning	<b>George's Marvellous Medicine</b>  Mischievous, immediately, dozing, grunion, puckered-up, grouching, grouch, griping, fetched, disobedience, screeched, fearsome, brutal, bewitching, frenzied, stammered, goggled, gaped, colossal, tremendous	<b>Ice Palace</b>  Greasing, hissing, whined, sifted, stirred, spirited, beckoned, reversed, serpent, thrust, mittened, flung, hardships, stifling, stooped, fragments	<b>Stig of the Dump</b>  Rickety, peered, twined, wreckage, clutching, trailing, broad, perch, shallow, twiddling, stowed, blundered, overhung, copse, faint, anxiously, blunt, sprang, flock, gorging, scowl, strutted, girdle, sprouted, poaching, exposed, peculiar, superior, exclaimed, masterfully, sneered, stoutly, cackled, suspiciously, airily, scornfully, gaped, pursuers, scrambled, panted, admired, rear, lurch, scowled, startled, boasted, slunk, passages, careering, hoisted, poised, quarry, mere, yelping, pursue, restrain, twined, savages	<b>The Ancient Egyptian Sleepover</b>  Lumbered, emerged, jostled, loomed, colossal, vicious, indignantly, scoff, yodelled, quiver, formation, vigorously, exchanged, astonished, dimly, momentous, monstrous, grotesque, casket, inlaid, gingerly, surge, exquisite, clattered, pursuer, trembling, bounding, bulged, flared, lolled, ascent, heist, embraced, hovering, fiasco, consumed	<b>The Akimbo Adventures</b>  Herds, plodded, crouching, presence route, cautiously, vegetation, gnawed, parched, blurted, poachers, gravely, doubtful, evidence, load, resist, lunged, construction, struts, mewing, bundle, inspect, nuzzled, glancing, bounding, glumly, cramped, bitter	<b>Varjak Paw</b>  Ancestor, mightiest, generations, dozing, stealthy, glinting, bristled, snarled, regain, squared, raging, intently, rippling, racking, tremors, lurched, treacherous, staggered, peered, relentless, disgrace, slunk, swarm, bitterly, desolate, potent, barren, emerged, adjusted, tension, probed, sensation, prowling, territory, contempt, reeled, brawny, faintest, scurried, reluctantly, clacked, instincts, captivated, enthralled, triumph, sneered, scornful, agile, intoxicating, avenge, gravelly, marvelled, ferocious, cowered	<b>The Iron Man</b>  Brink, toppling, snag, craned, unfurled, jolt, sagging, jagged, groping, writhing, wizened, limply, billowed, ponderous, ragged

Year 4 Vocabulary Intent						
<div><div>Tier 2 Vocabulary Progression</div><div>Tier 2 vocabulary are words which pupils are likely to encounter across their writing, in written texts and in more formal situations. These words are less likely to appear in everyday conversation vocabulary used by the pupils. Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter and use rich, transferable language.</div></div> <div><div>In everything we do, we</div><div>See it! Say it!</div><div>Learn it! Use it!</div></div>						
	<b>Year 4 Statutory Vocabulary (not necessarily tier 2 words):</b> accidentally, actually, address, appear, arrive, believe, breathe, build, busy, business, calendar, centre, certain, complete, consider, describe, different, disappear, eighth, enough, experience, experiment, favourite, forwards, grammar, guard, heard, height, history, increase, interest, island, knowledge, library, material, medicine, mention, natural, occasionally, ordinary, particular, peculiar, perhaps, popular, position, possession, pressure, probably, purpose, recent, reign, separate, special, suppose, surprise, therefore, through, various, weight					
	Language for argument and opinion		Language for comparing and contrasting	Language of explanation / description		Language of prediction
	An argument for/against is... I don't like / do like...because I agree / disagree with... It is right / wrong because... I think that... I believe... I understand your point of view but/however... I accept your opinion/decision but/however... In my opinion.../My view is... Building on what you're saying... I appreciate...'s opinions/decision but/however... However, I think differently because... I see it differently... Most reasonable people would agree that... Building on what you're saying...		They are the same / different because... They are alike because they are both..... One similarity/difference is... They are different because A further similarity/difference is...	I ....because When I ....because It is ...and... It is a/an (adjective) (noun) After/Before I... It reminds me of... As a result... Meanwhile Furthermore Eventually In contrast to... Because		I think...will happen because I predict...because After ...I predict that...because This is probable because... Due to the fact that... As a result of... The outcome will be... Based on...I predict that After hearing all the evidence...
Talk for learning	The firework makers daughter  Cradle, toddled, flared, complicated, somersault, merchants, drastic, igniting, fierce, vigorously, bashful, daubed, bowed, spectacle, annoyance, arrogant, rapid, lashing, appeal, delaying, immense, scrupulous,	Krindlekrax  Casting, frothing, turrets, withering, flustered, pestered, remarked, forthcoming, inseparable, interrupted, scorching, visible, resemblance, considered, midst, clutching, defused, engrossed, scorched, illuminated, flared, clack, makeshift, captivated, tamed, ovation, remarked, vowed,	The boy who grew dragons  Fluttered, provisions, heaved, draped, upturned, vivid, nestled, famished, reassure, devastation, charred, detonated, hysterical, hyperactive, ignited, grimaced, summon, gabbled, pleaded, contented, leafed, winced, flitting, reassured, smouldering, lurking, reluctant, agonising, declaring, stemmed, undisguised, admiration, rumpled	The Great Chocoplot  endangered, lolling, prophecy pondering, glowered, aroma, quivered. refracted, crucial, seeped, wallowing, monument, grappled, dwindling, strained, hurtling, triumphantly	Charlotte's Web  shrieked, injustice, distribute, blissful, spattered, occupation, gloomily, campaign, detested, conspiracy, murmured, exertion, solemnly, monotonous, anxiety, radiant, pompous, bearing, distinguished	Why the whales came  Keeled, retrieve, serenely, preening, dejected, menacing, quay, bombarded, sheer, compelling, cradle, monotone, loped, vigilant, nuisance, intrusion, reprimanding, peculiar, bearable, adequate, scarcely, distinctive, furrow, insatiable, amused, amends, reassuringly, tread, stunned, sufficiently, disapproval, furrowed, bemused, bewilderment, collusion, embers, taut, raucous, adamant, grieved, consumed, agony, wretched, procession, voluminous, daintily, pretence, fatigue, beckoning

Year 5 Vocabulary Intent						
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	Year 5 Statutory Vocabulary (not necessarily tier 2 words): according, achieve, apparent, attached, available, average, bargain, bruise, committee, community, competition, correspond, desperate, determined, develop, dictionary, environment, equipment, especially, excellent, explanation, familiar, forty, government, environment, equipment, especially, excellent, explanation, familiar, forty, government, soldier, stomach, suggest, symbol, system, temperature, variety, vehicle					
	Language for argument and opinion		Language for comparing and contrasting	Language of explanation / description		Language of prediction
	An argument for/against is... The two main reasons for believing this... My first/second important reason... Perhaps some people would argue... However, I would point out... In my opinion, it is clear... I understand your point of view but/however... I accept your opinion/decision but/however... In my opinion.../My view is... Building on what you're saying... I appreciate...’s opinions/decision but/however... However, I think differently because... I see it differently... Most reasonable people would agree that... Building on what you're saying...		In some ways... Another feature they have in common... Furthermore they are both... However, they also differ in some ways... A further similarity/difference is...	In conclusion... To begin with... Because of...x happened It seems to be like... After/Before I... It reminds me of... As a result... Meanwhile Furthermore Eventually In contrast to... The reasons for...		I think...will happen because I predict...because After ...I predict that...because Due to the fact that... As a result of... The outcome will be... Based on...I predict that After hearing all the evidence...
Talk for learning	<div>The explorer</div> <div>Grimacing, lurched, ferocious, temperament, disconcertingly, optimistic, Sceptically, bulbous, tenacious, nonchalant, pungent, irate, wretched, incredulous, unambiguously, fanatical, lurid, miniscule</div> <div>Extracts: Imminent, concealed, intrigued, paving, muscled, window pane</div>	<div>The last bear</div> <div>Urban, reckless, absentmindedly, lurched, dejected, abrupt, unfurled, kaleidoscope, waltz, summit, attuned, ferociously, scurried</div> <div>Extracts: tarnished, reeked, reclined, mills, scrambles, ditches, barbaric, infatuated, uncanny</div>	<div>There’s a boy in the girl’s bathroom</div> <div>Solitary, distorted, erase, anguished, reflex, urged, ivory, shuddered, intently, gazed, inquisitively, glared</div> <div>Extracts: dissipated, foreseen, deceived, vast, ravenous, prised</div>	<div>The highways man</div> <div>Cascade, rapier, peaked, torrent, smitten, wretched, no avail</div> <div>Extracts: spontaneous, ravenous, cavernous, scurry, depressurised, wedged, seized</div>	<div>Street child</div> <div>Brimming, triumph, taut, dispatch, hunch, shambling, raggedy, jostled, capered, frayed, coursing, emerged, vague, coax, panted</div> <div>Extracts: flitted, charred, casting</div>	<div>The kid who came from space</div> <div>Retreat, repelled, bedraggled, prosthetics, precise, hunched, sustained, hygienically, chaotic, emitted, interior, weather-beaten, dismantle, revolving, grimace, expressionless, incredulous, lumbering, unauthorised, spindly</div>

Year 6 Vocabulary Intent							
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	<b>Year 6 Statutory Vocabulary (not necessarily tier 2 words):</b> accommodate, accompany, aggressive, amateur, ancient, appreciate, awkward, cemetery, communicate, conscience, conscious, controversy, convenience, criticise, curiosity Definite, disastrous, embarrass, equipped, exaggerate, existence, foreign, frequently, guarantee, harass, hindrance, immediate, immediately, interfere, lightning, marvellous, mischievous, nuisance, opportunity, parliament, prejudice Privilege, programme, pronunciation, recommend, relevant, restaurant, sacrifice, secretary, signature, sincere, sincerely, sufficient, thorough, twelfth, vegetable, yacht						
	Language for argument and opinion		Language for comparing and contrasting		Language of explanation / description		Language of prediction
	Language for argument and opinion I am convinced... Given that... Based on fact... Perhaps some people would argue... However, I would point out... Having pondered/analysed... I understand your point of view however... I accept your opinion/decision but/however... In my opinion.../My view is... Building on what you’re saying... However, I think differently because... Taking everything into account Most reasonable people would agree that... Building on what you’re saying...		In some ways... Another feature they have in common... Furthermore they are both... However, they also differ in some ways... A further similarity/difference is...		In conclusion... To begin with... Because of...x happened It seems to be like... After/Before I... It reminds me of... As a result... Meanwhile Furthermore Eventually In comparison to... The reasons for...		I think...will happen because I predict...because This is probable because... Due to the fact that... As a result of... The outcome will be... Based on...I predict that After hearing all the evidence... After ...I predict that...because The outcome will be... In light of... In summary...
Talk for learning	<b>The boy in the striped pyjamas</b>  spluttering, dismissively, hopeless case, muster, clearing, tended, great conviction, peckish, obliged, reverberated, bowed, incredulous, fond, to his credit, heritage, hysterically, ushered, disdain, companion, fragments, assumed, irritating, civilised, bait, persisted, examining, implanted, prospect, accustomed	<b>Skellig</b>  breaking on my brow, scuttled, bawling, dozy afternoon, derelict, hissy breathing, ancestors, dismay, beckoned, strode, crooked, belched, descendants, tousled, cavernous, sniggering, matted, tenderness, remnants, beckoned, thrive, fixated, tottered, teetered, scruff of his neck, moping, daubs	<b>Daily extracts</b>  amateur, alpine, gesture, algorithm, hovers, visualise, syndrome, immensity, disengaged, fondness, nostalgic, bewilderment, frenzied, conjured, prelude, implement, acquainted, desirous, condolence, impostors, eluded, perish, exactions, epidemic, liberty, thicket, ominous	<b>Daily extracts</b>  jostled, entranced, motion, distinguished, gesticulated, domineer, tyranny, winced, scoffed, unrivalled, contrary, imminent, tumultuous, convoluted, lurching, migration, proliferation, nomadic, advocate, reprisals, edict, prevailed, tracery, haunches, valor, runes, misbegotten, merriment, acoustically, component, niche, outrage, victuals, recompense	<b>Daily extracts</b>  mercilessly, inevitable, liberated, demonstration (meaning protest), squalid, content, havoc, recoiling, tantalising, pearlescent, trinket, evasive, obnoxious, oblivious, elusive, exhume, desolation, briskly, atrocious, prominent, briny, pilgrimage, vivacious, tyrannical	<b>Boy at the Back of the class</b>  gangly, ingenious, insightful, graders, refugee, seclusion, christened, reassuringly, immigrant, intercepted, transpired, objection, gestured, origin, imminent, reunification, asylum	<b>Journey to J’Bourg</b>  Bewildered, retorted, jolted, speared*, sharply*, bowed, stirred*  *These words have been chosen due to the context they have been used. E.g. Speared up into the sky, Grace spoke sharply, Nono stirred as they entered.