Reading Progression Document – Define

KS1 NC Reading content domain - 1a Draw on knowledge of vocabulary to understand texts
KS2 NC Reading content domain - 2a Give/explain the meaning of words in context

Define

Pupils' acquisition and command of vocabulary are keys to their learning and progress across the whole curriculum. It is vital for pupils' comprehension that they understand the words they meet in their reading across all subjects, for the more words that you understand the easier it is grasp a meaning from the text.

But because we cannot teach children every word in the dictionary we need to equip them to locate word meanings where these are given in the text, infer word meanings from the context and to use dictionaries as efficiently as possible, often to check the plausible speculations we have made.

These skills will enable them to deal effectively with challenging vocabulary which they meet when reading independently. By doing this we will also build their familiarity with more words and hence increase their working vocabularies and text comprehension

Define	Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Build a wide vocabulary	*Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by*	*Pupils will be able to make collections of interesting words and use them when talking about books and stories.*	*Pupils will be able to develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.*	*Pupils will be able to Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.*	*Pupils will be able to consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.* *Pupils will be able to investigate the meaning of technical or subject specific*	*Pupils will be able to distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts.*	*Pupils will be able to collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text.* *Pupils will be able to collect and define technical vocabulary met in other subjects, e.g.*

					words they meet in their reading.		developing subject or topic glossaries.
	connecting ideas or events						
Use a dictionary effectively to check meaning of words they read.		*Pupils will be able to use simple dictionaries and begin to understand their alphabetical organisation.*	*Pupils will be able to use simple dictionaries and begin to understand their alphabetical organisation.*	*Pupils will be able to locate words in a dictionary by the first two letters. Know the quartiles of the dictionary.*	*Pupils will be able to locate words in a dictionary by the third and fourth place letters.* *Pupils will be able to use the quartiles of the dictionary efficiently to locate words quickly.*	*Pupils will be able to use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.* *Pupils will be able to use a dictionary to check a suggested meaning*	*Pupils will be able to use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.* *Pupils will be able to identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.*

Use strategies to locate or infer the meaning of unfamiliar words		*Pupils will be able to speculate about the possible meanings of new or unfamiliar words met in reading.* *Pupils will be able to explain the meaning of the words they meet in a text.*	*Pupils will be able to speculate about the possible meanings of new or unfamiliar words met in reading.* *Pupils will be able to explain the meaning of the words they meet in a text.*	*Pupils will be able to practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.* *Pupils will be able to discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.*	*Pupils will be able to identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.*	*Pupils will be able to identify when they do not understand the vocabulary used in a text and need to clarify the meaning.* *Pupils will be able to give increasingly precise explanations of word meanings that fit with the context of the text they are reading.* *Pupils will be able to check the plausibility and accuracy of their explanation or inference of the word meaning.*	*Pupils will be able to check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies (re – reading, reading on, using the context, knowledge of syntax or word roots) to clarify the meaning.*

EYFS & KS1	KS2

EYFS & KS1 flowchart:
- Read question.
- Identify word.
- Read word (use strategies to help)
- Read word in sentence or sentences.
- Think of the answer in your head.
- Answer the question.
- Check you have answered the question.

Define

1a
Draw on knowledge of vocabulary to understand texts

KS2 flowchart:
- Identify word.
- Read word (use strategies to help)
- Read word in sentence.
- Read sentence before and after/ paragraph.
- Think about text as a whole
- Make inference based on what you know
- Answer question
- Check answer

Define

2a
Give/explain the meaning of words in context

Possible KS1 reading questions stems:

What word in the text tells you…?

- Find and copy (one word/phrase/sentence) that tells you…
- The author uses this word _____What does it mean?
- The writer uses words such as _____to describe _____. What does this tell you about _____?
- The writer uses words such as _____to describe _____. How does it make you feel?
- Find and copy a word that describes how…
- Find and copy a word that means the same as…
- In the story, _____ is used repeatedly. Why?
- Draw a line to match the words to their meanings.
- How has the writer made you and/or _____feel?
- Which words and /or phrases make you think/feel _____?

Possible KS2 reading questions stems:

Explain two things that the words ___, ____ suggest.

- Find and copy a word/two words/a phrase/a sentence that shows _____
- In this sentence _____ is closest in meaning to _____?
- The author uses _____. _____ has two different definitions, use each definition to write a sentence.
- The author uses _____. Why do you think they chose this word?
- The author uses _____. Which of these words could be used to give a similar meaning in the sentence?
- Which word best describe _____?
- Find and copy one word that suggests that _____
- What does this word/phrase/sentence tell you about _____?
- Highlight a key phrase or line. By writing a line in this way what effect has the author created?
- Why does the author use _____ repeatedly?

	• The writer uses words like _____ to describe _____. What does this tell you _____? • What other words/phrases could the author have used? • The writer uses _____ to describe _____ How does this make you feel? • Can you find an example of a word that means _____?