

Goose Green Reading Vocabulary

| Strand | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|--|--|---|---|---|--|--|---|
| Book Sense & Comprehension | reading book story author title page(s) turn the page right way up front cover back cover page number In the beginning... In/ At the end... | illustrator character setting information text Once upon a time... next page letter alphabet word sentence | poem blurb fiction non-fiction illustration singular plural punctuation capital letter full stop question mark exclamation mark predict explain imagination rehearse | text contents page index page glossary moral noun noun phrase statement question exclamation command compound word adjective adverb verb tense (past, present) apostrophe comma prefix suffix evidence vocabulary infer retrieve sequence order | re-reading plays script performance stanza verse bold italics genre plot build up dilemma attitudes themes conventions action interest Layout organisation presentation structure comprehension drawing inferences inferring characters' feelings thoughts motives justifying/ justify support summarise language record | climax resolution dialogue effect mood reader's response ruthor's intent | recommendations comparisons author's style similarities differences fact opinion skimming scanning evaluate figurative language idiomatic imply/implied viewpoint audience justification organise | etymology atmosphere overview |

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|--------------------------|---|--|-------------------------------|--------|---|--------|--------|--------|
| Decoding/ Fluency | <p>sound</p> <p>rhyme</p> <p>rhythm</p> | <p>phonics</p> <p>grapheme</p> <p>phoneme</p> <p>digraph</p> <p>Split digraph</p> <p>trigraph</p> <p>harder to read and spell word</p> <p>blend</p> <p>blending hands</p> <p>grapheme</p> <p>phoneme</p> <p>correspondence (GPC)</p> <p>robot arms</p> <p>segment</p> <p>segmenting</p> <p>fingers</p> <p>stretch the word</p> <p>pointing fingers</p> <p>alliteration</p> | <p>vowel</p> <p>consonant</p> | | <p>pronunciations</p> <p>intonation</p> <p>tone</p> <p>volume</p> <p>root words</p> <p>dictionaries</p> <p>meaning</p> <p>origin (of words)</p> | | | |