

Skills and Knowledge Overview for: Vocabulary

Year Group	Knowledge to learn	Skills to gain using knowledge
EYFS		<p>I can use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>I can use my phonic knowledge to decode regular words and read the aloud accurately.</p> <p>I can read some common irregular words.</p> <p>I can use language to imagine and recreate roles and experiences in play situations.</p>
Year 1	<p>I know common story language (once upon a time, one day, the end).</p> <p>I know what rhyming means.</p>	<p>I can spot common story language.</p> <p>When retelling a story, I can use narrative language.</p> <p>I can recognise rhyming language.</p> <p>I can recognise repeated or patterned language in stories and poems.</p> <p>I can identify unfamiliar words and ask for meaning.</p> <p>I can use the context to make informed guesses about the meaning of unfamiliar words.</p> <p>I can discuss the meaning of unfamiliar words with others.</p>
Year 2	<p>I know why a writer has chosen a word to affect meaning.</p> <p>I know that word choice affects meaning.</p>	<p>I can talk about favourite words and phrases.</p>

<p>Year 3</p>	<p>I know that writers choose words and language to create an effect on the reader. I know why a writer has chosen specific words and language. I know that words and language in poems create effects. I know the meaning of words and language in poems. I know that there will be unfamiliar words in a text.</p>	<p>I can identify any words that are unfamiliar. I can find effective words and language in reading that writers have used to create effects. I can recognise the literary language typical of narrative genres read. I can recognise words and language that show the setting of a book – historical, cultural or social. I can use the context of unfamiliar words to explain their meaning.</p> <p>I can record words and language from reading to use in my own writing.</p> <p>I can use a dictionary to check or find the meaning of new words.</p>
<p>Year 4</p>	<p>I understand that a writer can use patterned language for effect. I know that <i>words</i> and language in poems create effects. I know that poems may have patterned language.</p>	<p>I can identify words and language that show the setting of a book – historical, cultural or social. I can identify any words that are unfamiliar to me. I can actively seek the meaning of any words or language not understood.</p> <p>I can use dictionaries to check or find the meaning of unfamiliar words.</p>

<p>Year 5</p>	<p>I understand that writers use language for precise effect. This may include: precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</p> <p>I understand that there will be unfamiliar words in the texts I read.</p> <p>I know what idiomatic and figurative language is.</p> <p>I know that vocabulary and language used might have changed in meaning over time.</p>	<p>I find words and language that are used for effect.</p> <p>I can record effective words and language from reading to use in my own writing.</p> <p>I can use meaning-seeking strategies to explore the meaning of words in context.</p> <p>I can use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.</p>
<p>Year 6</p>	<p>I know that the word and language choices support the writer’s purpose.</p> <p>I know that vocabulary has a purpose in identifying the text type.</p> <p>I understand that there will be unfamiliar words in the texts that I read.</p> <p>I know that I can use my dictionary skills to clarify the meaning on unfamiliar words.</p>	<p>I can identify key language that adds depth to the writer’s purpose.</p> <p>I can record examples of words and language from reading to use in my own writing.</p> <p>I can comment of the effectiveness of the writer’s use of language structures and techniques.</p>