



# Reading Vocabulary



Perseverance

Respect

Inquisitive

Duty

Expressive

Virtues



G

L

A

S

C

O

T

E

Globalisation

Leadership

Adventure

Significance

Change

Observe  
Critically

Traditions

Enterprise

Big  
Ideas



In **Reception and Key Stage One (Rec/KS1)**, children read 'Shared Readers' texts. Intertwined amongst the Reception and Key Stage 1 texts are Glascote's 'Virtues' and 'Big Ideas'. As staff become familiar with each text, they will make a point of linking the 'Virtues' and 'Big Ideas' within Reading Lessons.

In **Key Stage Two (KS2)**, children are exposed to an extract from an age-appropriate text, each week. Vocabulary is discussed readily and regularly, enabling children to learn words in context and extend meaning. Intertwined amongst the KS2 extracts, are Glascote's 'Virtues' and 'Big Ideas'.

For example:

- In **Year 5**, the children discuss an extract from 'Holes' by Louis Sachar. Within this extract, **Leadership, Change** and **Adventure** will be discussed.
- In **Year 3**, an extract from Escape from Pompeii will cover Big Ideas such as **Change, Significance** and **Globalisation**.
- As staff become familiar with each extract, they will make a point of linking the Big Ideas within Reading Lessons.



Year Group	Autumn	Spring	Summer
<b>6</b>	<p><b>Pig-Heart Boy</b>  <b>HUW:</b> technique, emphasis, significant</p> <p><b>The Good Hope</b>  <b>HUW:</b> depict, emphasise, subsequently</p> <p><b>Sky Song</b>  <b>HUW:</b> convey, signifies, analysing</p> <p><b>If</b>  <b>HUW:</b> representation, contrast, resonates</p> <p><b>Tidal Wave on the Irish Coast</b>  <b>HUW:</b> appreciation, manifest, perspective</p> <p><b>The Fog</b>  <b>HUW:</b> aspect, interpret, impact</p> <p><b>Locomotion</b>  <b>HUW:</b> importance, consequently, revealed</p> <p><b>There's No Power Like Home</b>  <b>HUW:</b> initial, aspect, paraphrase</p> <p><b>Tin</b>  <b>HUW:</b> emerge, deduce, manifest</p> <p><b>The Jabberwocky</b>  <b>HUW:</b> impact, initial,</p> <p><b>The Legend of Podkin One-Ear</b>  <b>HUW:</b> deduce, apparent, foreshadow</p> <p><b>When the Sky Falls</b>  <b>HUW:</b> context, specific, overall</p>	<p><b>Where the World Ends</b>  <b>HUW:</b> connotation, foreshadow, deduce</p> <p><b>13 Treasures</b>  <b>HUW:</b> technique, argue, contrast</p> <p><b>Survivors</b>  <b>HUW:</b> essential, identify, reveal</p> <p><b>Nevermoor</b>  <b>HUW:</b> manipulate, initial, infer</p> <p><b>Can You See Me</b>  <b>HUW:</b> technique, appropriately, impression</p> <p><b>No Ballet Shoes in Syria</b>  <b>HUW:</b> persistent, imply, insight</p> <p><b>Charles Darwin and Alfred Russel</b>  <b>HUW:</b> tended, contrast, identified</p> <p><b>Phoenix</b>  <b>HUW:</b> range, imply, overall</p> <p><b>Rooftoppers</b>  <b>HUW:</b> connotation, influence, perceive</p> <p><b>Letter from the Lighthouse</b>  <b>HUW:</b> apparent, maintain, trigger</p> <p><b>The Explorer</b>  <b>HUW:</b> deduce, perceive, signifies</p> <p><b>Once</b>  <b>HUW:</b> exemplified, initial, apparent</p>	<p><b>Skellig</b>  <b>HUW:</b> deduce, apparent, exemplifies</p> <p><b>Not My Fault</b>  <b>HUW:</b> emphasis, emerge, apparent</p> <p><b>Black and British</b>  <b>HUW:</b> revealed, essential, hypothesise</p> <p><b>The Fastest Boy in the World</b>  <b>HUW:</b> exemplifies, concept, subsequently</p> <p><b>The Peppermint Pig</b>  <b>HUW:</b> perceive, dramatise, appreciation</p> <p><b>The Final Year</b>  <b>HUW:</b> revealed, deliberate, maintained</p> <p><b>A Monster Calls</b>  <b>HUW:</b> emphasise, emerges, foreshadow</p> <p><b>Linnaeus</b>  <b>HUW:</b> significant, identified, features</p> <p><b>Nevertell</b>  <b>HUW:</b> establish, reveals, deduce</p> <p><b>The Islamic Golden Age</b>  <b>HUW:</b> influenced, transformed, aspects</p> <p><b>The Daughter</b>  <b>HUW:</b> context, apparent, dominate</p> <p><b>Athena – The Story of a Goddess</b>  <b>HUW:</b> influence, allude, prior</p>

	<p><b>Lady of Shalott</b>  <b>HUW:</b> despite, demonstrates, represent</p>		<p><b>Greta Thunberg</b>  <b>HUW:</b> consider, sustain, unique</p>
<b>5</b>	<p><b>The Week at World's End</b>  <b>HUW:</b> establish, hint, evident</p> <p><b>Tanni Grey-Thompson</b>  <b>HUW:</b> evident, despite, discrimination</p> <p><b>Holes</b>  <b>HUW:</b> apparent, significant, deduce</p> <p><b>The Poison Tree</b>  <b>HUW:</b> specific, since, considerable</p> <p><b>DK Guide to Space</b>  <b>HUW:</b> simultaneously, rank, key</p> <p><b>Jane Goodall</b>  <b>HUW:</b> imply, specific, factor</p> <p><b>The Skylark's War</b>  <b>HUW:</b> aspect infer, definitely,</p> <p><b>Wolf Brother</b>  <b>HUW:</b> contribute, elaborated, contrast</p> <p><b>Alex Action Adrenaline Adventure Rider Storm breaker</b>  <b>HUW:</b> unique, contribute, impression</p> <p><b>Wolf Wilder</b>  <b>HUW:</b> however, ultimately, occurrence</p> <p><b>Refugees</b>  <b>HUW:</b> affect, alternative, compose</p> <p><b>A Little Princess</b>  <b>HUW:</b> justify, considerable, emphasis</p>	<p><b>The Hairy Toe</b>  <b>HUW:</b> gradually, range, justify</p> <p><b>Cogheart</b>  <b>HUW:</b> depicts, contrast, re-enforced</p> <p><b>Colour of the sun</b>  <b>HUW:</b> impression, probable, contrast</p> <p><b>Maria Merian</b>  <b>HUW:</b> aspect, factor, impression</p> <p><b>The Listeners</b>  <b>HUW:</b> suggests, particular, action</p> <p><b>Son of the Circus</b>  <b>HUW:</b> overall, summarise, specific</p> <p><b>The Island at the End of Everything</b>  <b>HUW:</b> range, contribute, establish</p> <p><b>October, October</b>  <b>HUW:</b> persistent, implies, hint</p> <p><b>Who Let the Gods Out?</b>  <b>HUW:</b> insight, significant, despite</p> <p><b>The Stone Age</b>  <b>HUW:</b> effective, hypothesise, contrast</p> <p><b>Night Mail</b>  <b>HUW:</b> evident, range, affect</p> <p><b>Cosmic</b>  <b>HUW:</b> establish, shift, insight</p>	<p><b>Goodnight Mr Tom</b>  <b>HUW:</b> aspect, evident, imply</p> <p><b>Emperors of the Ice</b>  <b>HUW:</b> affect, specific, evident</p> <p><b>There's a Boy in the Girl's Bathroom</b>  <b>HUW:</b> instance, evident, implies</p> <p><b>The Solar System</b>  <b>HUW:</b> considerable, logical, imply</p> <p><b>Friends and Traitors</b>  <b>HUW:</b> appropriately, aspect, contrast</p> <p><b>The Undefeated</b>  <b>HUW:</b> despite, impact</p> <p><b>A Kind of Spark</b>  <b>HUW:</b> specific, impression, instance</p> <p><b>David Attenborough</b>  <b>HUW:</b> hint, factor, impression</p> <p><b>A Pinch of Magic</b>  <b>HUW:</b> infer, evident, despite</p> <p><b>Galileo</b>  <b>HUW:</b> overall, specific, addition</p> <p><b>The Considine Curse</b>  <b>HUW:</b> specific, evident, persistent</p> <p><b>Bright storm</b>  <b>HUW:</b> revealed, perceive, apparent</p>

	<p><b>Diary of a Young Naturalist</b>  <b>HUW:</b> instance, despite, shift</p>		<p><b>This Books is Not Rubbish</b>  <b>HUW:</b> overall, imply, generalise</p>
<b>4</b>	<p><b>Alice Eclair Spy Extraordinaire</b>  <b>HUW:</b> reason, additionally, impression</p> <p><b>The Griffin Gate</b>  <b>HUW:</b> examining, depict, react</p> <p><b>Warning</b>  <b>HUW:</b> summary, infer, thread</p> <p><b>A Life Electric: A story of Nikola Tesla</b>  <b>HUW:</b> overall, feature, impression</p> <p><b>Let There Be Peace</b>  <b>HUW:</b> effect, example, entire</p> <p><b>The Gladiators from Capula</b>  <b>HUW:</b> outcome, initial, confirm</p> <p><b>Water Cycles</b>  <b>HUW:</b> highlight, affect, connect</p> <p><b>Sea Fever</b>  <b>HUW:</b> imply, repetition, impression</p> <p><b>Colours</b>  <b>HUW:</b> depicts, contrast, associate</p> <p><b>The Griffin Gate</b>  <b>HUW:</b> examining, depict, react</p> <p><b>Born to Run</b>  <b>HUW:</b> emerged, compassion, conclude</p> <p><b>The Wild Robot</b>  <b>HUW:</b> examine, connect, highlight</p> <p><b>The Peculiar Tale of the Tentacle Boy</b>  <b>HUW:</b> detect, react, encounter</p>	<p><b>Talking Turkeys</b>  <b>HUW:</b> argument, interpret, summary</p> <p><b>A Cat's Guide to the Night Sky</b>  <b>HUW:</b> affect, trend, examine</p> <p><b>Malamander</b>  <b>HUW:</b> consistent, underlying, distinguished</p> <p><b>Krindlekrax</b>  <b>HUW:</b> protagonist, setting</p> <p><b>Time Travelling with a Hamster</b>  <b>HUW:</b> convince, argue, clarifies</p> <p><b>The Night Bus Hero</b>  <b>HUW:</b> indicative, example, reveal</p> <p><b>Adventures of Isabel</b>  <b>HUW:</b> addition, interpret</p> <p><b>Otherland</b>  <b>HUW:</b> reason, underlying, define</p> <p><b>The Boy Who Made Everyone Laugh</b>  <b>HUW:</b> disclose, encounter, exposed</p> <p><b>Boot</b>  <b>HUW:</b> associate, reason, contrast</p> <p><b>Call me Lion</b>  <b>HUW:</b> outcome, summary, argue/agree</p> <p><b>Things that Lurk in the library</b>  <b>HUW:</b> interpret, example, composing</p>	<p><b>Seven Ghosts</b>  <b>HUW:</b> encounter, recognise, access</p> <p><b>Linnaeus</b>  <b>HUW:</b> example, distinguish, identical</p> <p><b>High Rise Mystery</b>  <b>HUW:</b> overall, in addition, contrast</p> <p><b>My Brother is a Superhero</b>  <b>HUW:</b> emphasis, stresses, represents</p> <p><b>The Graveyard Riddle</b>  <b>HUW:</b> detect, provided, react</p> <p><b>Jonathan Swift's Gulliver</b>  <b>HUW:</b> infer, further, fact</p> <p><b>The Visitor</b>  <b>HUW:</b> suspense, impresses, overall</p> <p><b>After the War</b>  <b>HUW:</b> protagonist, despite, impression</p> <p><b>Escape Room</b>  <b>HUW:</b> protagonist, suggests, depicted</p> <p><b>The Wolf's Secret</b>  <b>HUW:</b> genre, response</p> <p><b>Boy Under Water</b>  <b>HUW:</b> depict, summary, access</p> <p><b>Bill's New Frock</b>  <b>HUW:</b> overall, react, reasons</p>

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**The Twits**

HUW: demonstrates, define, combine

**The Bed and Breakfast Star**

HUW: frequent, suggests, overall

**To the Countryside**

HUW: contrast, represent, compare

**The Fossil Hunter**

HUW: as a result, special, possible

**The Land of Blue**

HUW: consider, organise, relate

**The Boy Who Grew Dragons**

HUW: indicate, reveal, typical

**Give and Take**

HUW: suggests, compared, transforms

**Stone Age Boy**

HUW: demonstrate, contrast, reveal

**The Whatifs**

HUW: suggests, overall, reveal

**Hetty and the Battle of the Books**

HUW: specific, indicate, agree

**The Colours of History**

HUW: therefore, first, next, after that, finally

**Matilda**

HUW: indicate, reveals, demonstrate

**The Nothing to See Here Hotel**

HUW: entertain, contrast, experience

**Trixie Pickle Art Avenger**

HUW: specific, initial, impression

**Smile**

HUW: illustrate, therefore, argues

**Birdsong**

HUW: contrast, crucial, reveal

**An Alien in the Jam Factory**

HUW: define, associate, inspire

**The Wild Way Home**

HUW: indicate, illustrates, observe

**You're a Bad Man, Mr Gum**

HUW: contrast, impact, examine

**A Girl Called Joy**

HUW: perspective, indicate, demonstrate

**The Stone Age and Skara Brae**

HUW: crucial, conclude, feature

**The Boy Who Saved a Bear**

HUW: signal, visual, experience

**The Iron Man**

HUW: signals, risk, represented

**Medio Pollito**

HUW: transforms, illustrates, focus

**Strict**

HUW: engage, performed, sequence

**George's Marvellous Medicine**

HUW: anticipate, observe, impact

**Escape from Pompeii**

HUW: combine, anticipate, indicate

**My Skin, Your Skin**

HUW: consider, relate, advice

**Marcy and the Riddle of the Sphinx**

HUW: implies, evident, reveals

**Sulwe**

HUW: compare, inform, convinced

**Night Sky Dragons**

HUW: in addition, impression,

**Future Hero**

HUW: inspired, predict, overall

**A Sackful of Spirits**

HUW: determined, perspective, agreed

**The Secret of the Stone Henge**

HUW: indicate, revealed, assess

**Pugs of the Frozen North**

HUW: illustrate, indicate, anticipate

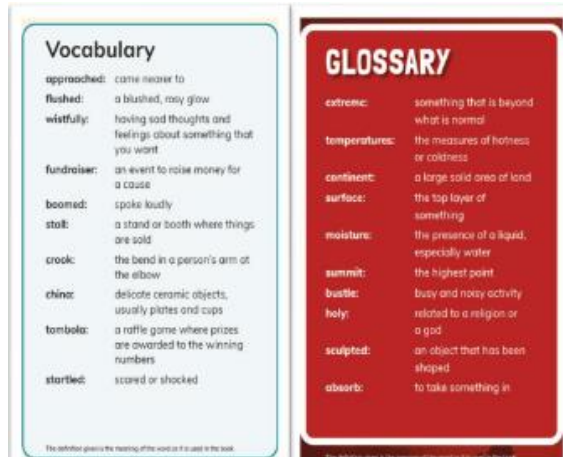
**Leonora Bolt Secret**

HUW: reveal, anticipate, comment

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### Routes to Reading

Understanding Vocabulary taken from the 'Routes to Reading Programme Guide': The selection of vocabulary in the Year 2 texts have been chosen to allow pupils to explore the meaning of words and to discuss how they have been used in the context of the story. Teacher guide pupils through discussion and reading journal activities so that vocabulary understanding has meaning and relevance. Pupils are encouraged to use vocabulary repeatedly. The vocabulary for each text can be found within the 'Shared Reader' texts. See example below.



1

### Success for All (FFT) Vocabulary

The words in each Shared Reader are composed of GPCs that have either been introduced in previous weeks or have been taught in the current week and are aligned with the phonics lessons. Green Words Some of these decodable words are provided on green card and are termed.

#### Green Words

Before children read the Shared Reader, the teacher shows the children these words, asking them to read them chorally and providing support if they find the words challenging. Children then practise reading the Green Words with their partner. Time is also allocated before the reading of the story to discuss higher-tier vocabulary words and to support children to explore the meanings of the words. This short activity enhances the children's ability to understand the story without diverting from the main focus of the reading lesson.

#### Red Words

Some words, sometimes termed 'tricky', or Common Exception Words (CEWs), include GPCs that are an exception to those the children have been taught and so are not entirely phonically decodable. These are introduced systematically in Shared Readers (starting in Shared Reader 4) where they are explicitly taught as Red Words. The teacher introduces Red Words by modelling how to decode the phonically regular parts of the word and identify the 'tricky' grapheme (or punctuation convention, for example the apostrophe for contractions). For your convenience these have been underlined both in the phonics lessons and on the Red Word cards accompanying each Shared Reader. The teacher then uses Say-Spell-Say to spell the entire word by clapping out each letter as they say the letter aloud. When writing Red Words, children use their phonic knowledge to write the decodable parts of the word, remembering the 'tricky' grapheme and writing it correctly. All CEWs are presented as Red Words throughout the

	<p>Shared Readers so that teachers have the opportunity for consolidation and can support children new to their school who have not been systematically taught these ‘tricky’ words. Most Shared Readers will contain a small number of newly introduced CEWs directly linked to the Scope and Sequence document (see online Phonics Portal) that teachers should be explicitly teaching in line with the lesson plans. The number of Red Words in the Shared Readers will increase as children accumulate more words in their accessible reading bank</p>
<b>R</b>	<p><b>Success for All (FFT)</b></p> <p><b>Vocabulary</b></p> <p>The words in each Shared Reader are composed of GPCs that have either been introduced in previous weeks or have been taught in the current week and are aligned with the phonics lessons. Green Words Some of these decodable words are provided on green card and are termed.</p> <p><b>Green Words</b></p> <p>Before children read the Shared Reader, the teacher shows the children these words, asking them to read them chorally and providing support if they find the words challenging. Children then practise reading the Green Words with their partner. Time is also allocated before the reading of the story to discuss higher-tier vocabulary words and to support children to explore the meanings of the words. This short activity enhances the children’s ability to understand the story without diverting from the main focus of the reading lesson.</p> <p><b>Red Words</b></p> <p>Some words, sometimes termed ‘tricky’, or Common Exception Words (CEWs), include GPCs that are an exception to those the children have been taught and so are not entirely phonically decodable. These are introduced systematically in Shared Readers (starting in Shared Reader 4) where they are explicitly taught as Red Words. The teacher introduces Red Words by modelling how to decode the phonically regular parts of the word and identify the ‘tricky’ grapheme (or punctuation convention, for example the apostrophe for contractions). For your convenience these have been underlined both in the phonics lessons and on the Red Word cards accompanying each Shared Reader. The teacher then uses Say-Spell-Say to spell the entire word by clapping out each letter as they say the letter aloud. When writing Red Words, children use their phonic knowledge to write the decodable parts of the word, remembering the ‘tricky’ grapheme and writing it correctly. All CEWs are presented as Red Words throughout the Shared Readers so that teachers have the opportunity for consolidation and can support children new to their school who have not been systematically taught these ‘tricky’ words. Most Shared Readers will contain a small number of newly introduced CEWs directly linked to the Scope and Sequence document (see online Phonics Portal) that teachers should be explicitly teaching in line with the lesson plans. The number of Red Words in the Shared Readers will increase as children accumulate more words in their accessible reading bank</p>