

HIAS OPEN RESOURCE

Tiered vocabulary

Supporting all readers in secondary schools

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May 2025
Final version

Overview

This document contains...

Slides that could be used as part of a CPD sequence for teachers in school, supporting understanding of reading in secondary schools

Points to consider when using this resource

The resources in this series are intended as a companion piece to the DfE's series of training videos and guidance [*Supporting all readers in secondary school*](#), providing additional detail. This resource expands on ideas shared in video 6, [*Exploring vocabulary*](#) and provides links to research.

Tiered vocabulary

- Familiar by now to the majority of teachers, Isabel Beck, Margaret McKeown and Linda Kucan's work classifying vocabulary into tiers is set out in their book *Bringing Words to Life* (2002).
- Both tier 2 and tier 3 vocabulary require explicit teaching:
 - Tier 3 teaching focuses on subject terminology in context
 - Tier 2 teaching focuses on academic vocabulary and broadening vocabulary applications between subjects; developing tier 2 vocabulary has rapid impact on vocabulary knowledge and the sophistication of students' oral and written work.
- Some students may have gaps in what we would perceive as tier 1 vocabulary at secondary level and these students are likely to need additional support.

Tier Three Words

Tier Three includes words whose frequency of use is quite low, often being limited to specific domains, the meaning of which students will often learn in specific subject areas.

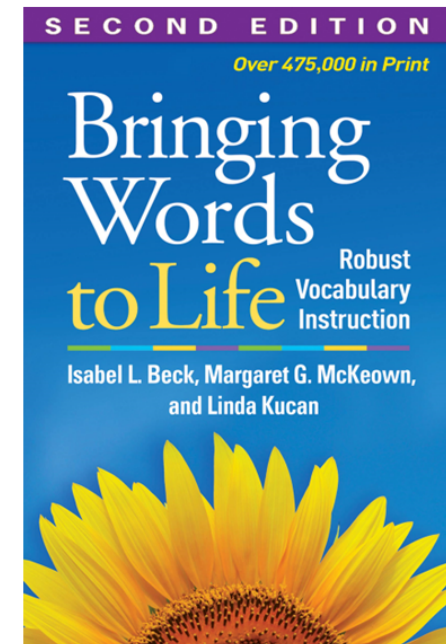
Tier Two Words

Tier Two includes sophisticated words that appear in a wide variety of texts and in the written and oral language of mature language users. Knowing the meaning of Tier Two words allow us to express concepts with precision and make links to other ideas.

Tier One Words

Tier One consists of the most basic and frequently occurring words, the meaning of which students will often learn from everyday experiences.

**Vocabulary
knowledge:
tiered
vocabulary**



Tier Three Words

parallel, fortissimo, proscenium arch stage, meiosis, hydrograph, parabolic

Tier Two Words

approximate, antagonist, estimate, characteristic, factor, depict, facilitate, evaluate, justify

Tier One Words

boil, droplet, area, dance, write, play, paintbrush, triangle

Do...

- all subjects plan for and explicitly teach their own Tier 3 vocabulary? Is this built into scheme of work planning?
- all teachers take shared responsibility for developing Tier 2 vocabulary knowledge in lessons?
- pupils who have speech, language and communication difficulties get help with vocabulary, including Tier 1?

In this extract, the geographical terms have been removed. These are a mixture of tier 1 words (eg 'cities') and tier 3 terminology.

Tier 3 vocabulary is likely to be a key element of the curriculum and therefore will be planned for, taught explicitly and secured through retrieval.

However, the range of tier 3 vocabulary found in texts is likely to be larger than that planned into the curriculum and therefore exposure to texts is crucial in building vocabulary knowledge.

Large [REDACTED] are defined as having between 5 and 10 million [REDACTED] and [REDACTED] as having 10 million or more [REDACTED]. The last 30 years have seen a significant increase in both categories of [REDACTED]. In some of the poorest [REDACTED] this growth has led to the development of massive [REDACTED] and [REDACTED] [REDACTED], often lacking basic [REDACTED]. They are built in areas threatened by [REDACTED], [REDACTED] and other natural [REDACTED]. At the same time [REDACTED] [REDACTED] has led to the decline of [REDACTED] [REDACTED], where the [REDACTED] is increasingly unbalanced and a lack of [REDACTED] has widened the gap in [REDACTED] between [REDACTED] and [REDACTED] areas.

Although the percentage of [REDACTED] [REDACTED] in [REDACTED] areas has decreased, the actual number of people living in [REDACTED] continues to increase. In [REDACTED] and [REDACTED] 881 million [REDACTED] residents lived in [REDACTED] in 2015, compared to 689 million in 1990. Many cities cannot keep up with the rate of [REDACTED], shown by the lack of basic [REDACTED] in some of the poorest areas of [REDACTED]. The majority of people [REDACTED] to [REDACTED] areas are from [REDACTED] areas where [REDACTED] are poor and [REDACTED] limited. Consequently, even living in an [REDACTED] may offer a first step towards better [REDACTED].

Tier 3 vocabulary

In this extract, the gaps are the tier 2 vocabulary that establishes an academic tone and could be used in other areas of the curriculum.

Exploring this type of vocabulary both through texts and through explicit teaching is also crucial to students' comprehension of texts. It is often harder to use the clues from the context of the text to work out the missing tier 2 words than the missing tier 3 vocabulary, demonstrating the need to plan an approach to this vocabulary.

Large cities [REDACTED] having between 5 and 10 million inhabitants and megacities as having 10 million or more inhabitants. The last 30 years have seen [REDACTED] in both [REDACTED] of city. In some of the poorest cities this growth has led to [REDACTED] of massive slums and squatter settlements, [REDACTED] basic facilities. They are built in areas [REDACTED] floods, landslides and other natural hazards. At the same time rural-urban migration [REDACTED] rural communities, where the population structure is [REDACTED] unbalanced and a [REDACTED] in living standards between urban and rural areas.

Although the percentage of slum-dwellers in urban areas has [REDACTED], the actual number of people living in slums continues to [REDACTED]. In LICs and NEEs 881 million urban residents lived in slums in 2015, [REDACTED] 689 million in 1990. Many cities cannot keep up with [REDACTED] of urban growth, shown by [REDACTED] basic facilities in some of the poorest areas of urban slums. [REDACTED] people migrating to urban areas are from rural areas where conditions are poor and opportunities limited. [REDACTED], even living in an urban slum may offer a first step towards better living conditions.

Tier 2 vocabulary

Compare the two versions with gaps. If pupils had been studying urban development in geography lessons, which vocabulary would prove more of a barrier to understanding the text if it was unfamiliar to students?

Large cities are defined as having between 5 and 10 million inhabitants and megacities as having 10 million or more inhabitants. The last 30 years have seen a significant increase in both categories of city. In some of the poorest cities this growth has led to the development of massive slums and squatter settlements, often lacking basic facilities. They are built in areas threatened by floods, landslides and other natural hazards. At the same time rural-urban migration has led to the decline of rural communities, where the population structure is increasingly unbalanced and a lack of investment has widened the gap in living standards between urban and rural areas.

Although the percentage of slum-dwellers in urban areas has decreased, the actual number of people living in slums continues to increase. In LICs and NEEs 881 million urban residents lived in slums in 2015, compared to 689 million in 1990. Many cities cannot keep up with the rate of urban growth, shown by the lack of basic facilities in some of the poorest areas of urban slums. The majority of people migrating to urban areas are from rural areas where conditions are poor and opportunities limited. Consequently, even living in an urban slum may offer a first step towards better living conditions.

Full text, for reference

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Please contact Joanna Kenyon Joanna.Kenyon@hants.gov.uk for support with secondary reading, whole school literacy and English.

For further details on the full range of services available please contact us using the following email: htlcdev@hants.gov.uk

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