Progression in Reading skills- Retrieval

KS1 NC Reading content domain - 1b Identify and explain key aspects of fiction and non- fiction texts such as characters, events, titles and information

KS2 NC Reading content domain - 2b Retrieve and record information/identify key details from fiction and non-fiction

Retrieval

Finding information in a text involves the reader in noticing what details are included about the topic and capturing this information in some form. The tendency is for children to try and remember details rather than use their skills to locate the right section of text and then read closely to check exactly what was written.

The role for the teacher in promoting effective retrieval skills, including skimming, scanning and close reading, is to encourage careful reading and checking and then to help the children to convey their understanding in different ways.

Retrieve	Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recall the main events and characters in a story or key facts from a non-fiction text:	Retrieve literal information from a short text extract:	Retrieve specific information from a text extract by scanning for key/question words:	Navigate increasingly longer texts to retrieve specific information:	Retrieve key facts and information where question words and text language vary:	Retrieves key details and accurate quotations from a whole text:	Retrieves and summarises details to support opinions and predictions:
	Pupils will be able to explain what has been read to them, remembering some key events, characters, places and facts. *E.g. Who is the main character? Where did the story take*	Pupils will be able to retrieve answers to simple literal *who, what, where, when, which, who* and *how* questions, stated directly in a text, pointing to the general location of the answer. *E.g. Text: The little girl went to visit her Grandma. Question:*	Pupils will use scanning to search for key words about a specific topic. For example, for research. Pupils will be able to analyse a question to find which words to scan for in the text and apply this to answer questions. *E.g. How long did it take to fully rebuild*	Pupils will find the exact location of information in longer texts by using scanning skills and organisational devices such as paragraphs (or subheadings/text boxes in non-fiction) to find answers to *who, what, where, why, when, how, which* questions.	Pupils will be able to scan for alternative words or phrases that mean the same as question words such as pronouns/synonyms. Pupils will be able to check the accuracy of what they are retrieving by reading	Pupils will skim a whole text first to work out which paragraph or section of text an answer may be located in. Pupils will then scan the paragraph or section of text to retrieve the specific information they	Pupils will use skimming, scanning and text marking, pupils will retrieve evidence and quotations accurately to support answers to questions which require analysis of mood/setting/characters and to support opinions and preferences.

| | | | place? What do dogs eat? | Who did the little girl visit? | London after the fire?

Key words to identify and scan from question: How long, rebuild | | around the words/groups of words they find. | need, quoting from the text accurately to support their answer where necessary. | |

Retrieve	Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression in Key classroom strategies for retrieval:			By the time they leave year 2 children should be able to: Read 90 words per minute Be able to read and answer questions from an age appropriate text about: - Characters - Events - Titles - Information Example retrieval questions; Why was ….cross, delighted with ….?	QLA Year 2 tests – analyse gaps in retrieval and teach to them Find out the children's reading speed (90 words per minute in year 2 is the expectation) Build in activities to increase stamina and understanding through activities such as speed reading starting with sentences and building up to short passages. Use the Year 3 PLC and probing question models around retrieval in order to target children	QLA Year 3 tests – analyse gaps in retrieval and teach to them. Continue to build on reading speed and stamina (speed reading) by increasing the length of passage the children need to retrieve from. Use the Year 4 PLC and probing questions model around retrieval target children struggling to reach ARE in retrieval. Direct teacher modelling of explicit e.g. direct reference to the text and find and copy skills modelled to teach children to pin point exact words and phrases in their responses.	QLA Year 4 tests – analyse gaps in retrieval and teach to them. Expose children to an increasing range of whole texts (mirroring the length of the Y6 reading paper in length). Use the Year 5 PLC and probing questions model around retrieval to target children struggling to reach ARE in retrieval. Explicit teacher modelling of how to approach a range of retrieval style questions using a wide range of whole texts. E.g. find and copy, true or false, fact or opinion, using information from the text,	By Easter in year 6 children must have the ability to: Read whole texts with stamina and understanding Read a range of texts in half an hour e.g. fiction, non-fiction and poetry extracts to mirror the amount of text they need to get through for the paper. Skim and scan to find information quickly and accurately Quickly and accurately find and copy words and groups of words to answer retrieval questions Distinguish between statements of fact and opinion Example retrieval questions:

Why did … do…? *Where did…take…?* *At the beginning/end of the story … was feeling…?* *Why?* *Who did…?* *When did…?* *Why did…?* *Why did some… do/have…?* Give two things that…? What are three types of…? Tick true or false for each statement…Complete the table with… Which…is…? Where were the…? What made the…?	struggling to reach ARE in retrieval. Direct teacher explanation and modelling around what of retrieval is and the skills needed such as: modelling how to identify, select and highlight key information in sentences and short passages in response to who, what, where, when, how, why questions. Guided reading/whole class reading is specific and focussed. Practise the above skills using a wide range of age appropriate text - fiction, non-fiction, poetry.	Skim and scan skills taught and practised in a range of contexts and for a range of purposes e.g. research. Practise the above skills using a wide range of increasingly difficult fiction, non-fiction and poetry text. Guided reading/whole class reading is specific and focussed.	look at the paragraph beginning… Guided reading/whole class reading is specific and focussed. Summer term Year 5 - use PiXL reading tests to look at children's performance in retrieval skills and use QLA to inform Y6 planning.	*Write down one/two/three things that you are told about the…* *What did…have to do in order to…* *What was revealed at the end of the text?* Using information from the text indicate whether the following statements are true or false… Circle the correct option to complete the/each sentence below… Look at the paragraph beginning…give one/two reasons why… According to the text what could you do on… ? Give two examples. Look at the paragraph/text box. Complete the table below… Tick true or false in the following table…

	Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of what retrieval responses and retrieval errors the children might give			A tendency to guess or 'think' they know the answer without checking in the text due to the multiple choice/ tick box style of question.

Lack of understanding/ability to unpick what the question is asking means that they are inaccurate.

Inability to search chunks of text for key words from the question leads to inaccuracy of response. | When asked to reference the text uses general rather than specific reference

Uses words from the question and copies chunks of text including the question word/s from the text.

Inability to unpick language means that children cannot access text or questions in order to retrieve information. | Chunks of text copied when using 'find and copy' skills, specifics will need refining

Isn't always accurate when referencing the correct part of the text e.g. finds the word from the question and doesn't always read on to check that they have found the right section of the text.

Inability to unpick language means that children cannot access text or questions in order to retrieve information | Inaccuracies in find and copy, not doing what the questions has asked them to do.

Not reading thoroughly or missing key words when skimming and scanning resulting in inaccurate true/false, fact opinion responses.

Inability to unpick language means that children cannot access text or questions in order to retrieve information | The most common retrieval errors in Year 6 are the Inaccurate copying of information from the text, particularly when being asked to find and copy a word or group of words

Other common mistakes are often when children have not read the question and text carefully to check accuracy of facts e.g. for fact and opinion/true or false questions.

Inability to unpick language means that children cannot access text or questions in order to retrieve information |

EYFS & KS1	KS2
Read Question. Identify main words in question (Who? What? Where? Why? How?) Find the part of the text the question relates to. Re-read that part of the text. Think of the answer in your head. Answer the question. Check you have answered question. **Retrieve** **1b** Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information	Read Question Identify the question type (when, where, why etc.) Identify main words in question. Identify how the question relates to the text. Find the part of the text the question relates to. (scan) Retrieve the information. Answer the question. Check you have answered question **Retrieve** **2b** Retrieve and record information/identify key details from fiction and non-fiction

Possible KS1 reading questions stems:	**Possible KS2 reading questions stems:**
• Which…? What…? How…? Where…? When…? Why…? Who…? • Draw a line to match these characters to events. • Give one example of _____ • Which character _____? • Where/when does _____ take place? • What did _____ look like? • How did _____ feel? Why? • Who was _____? • Where did _____ live? • Who are the characters in the book? • Who is the narrator? • Where in the book would you find _____? • What happened in the story? • How does the _____ help me to find information in this book?	• Which…? What…? How…? Where…? When…? Why…? Who…? • Identify how _____ • Give two reasons why _____ • True/False • Fact/Opinion • Circle the option to complete the sentence. • When did _____ take place? • From whose point of view is the story told? • Which part of the story best describes _____? Explain why. • Which words and /or phrases _____? • What evidence do you have to justify your opinion? • Find the paragraph where _____

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