Reading Progression - Retrieval

(Bold objectives/grey boxes = key indicators for National Curriculum for year group)

Skills for Retrieval	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National curriculum statements	**Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them**	**Becoming increasingly familiar with and retelling a wider range stories answering and asking questions** **Discussing the sequence of events in books and how items of information are related**	**Increasing their familiarity with a wide range of books and retelling some of these orally** **Asking questions to improve their understanding of a text** **Identifying main ideas drawn from more than one paragraph and summarising these** **Retrieve and record information from non-fiction**		**Asking questions to improve their understanding** **Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas** **Retrieve, record and present information from non- fiction**	
Range of texts/genres	***Age appropriate texts:*** ***Reading for themselves key stories, fairy stories and traditional tales*** ***Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wider range of stories, fairy stories and traditional tales*** ***Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently***	***Age appropriate texts:*** ***Reading for themselves a wide range of books, including fairy stories, myths and legends*** ***listening to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***Reading books that are structured in different ways and reading for a range of purposes***		***Age appropriate texts:*** ***Reading for themselves an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*** ***reading books that are structured in different ways and reading for a range of purposes*** ***a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions***	
Retelling	• **Retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures**	• **Orally retelling a wider range of stories using actions and visual cues from the story**	• **Retell a wide range of stories orally using actions and visual cues**	• **Retell a wide range texts orally which is balanced and clear**	See summarising and sequencing boxes	
Sequencing	• **Sequence pictures for the beginning, middle and end of a story read**	• **Sequence events from a story, explaining reasons for choices**	• Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	• Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	• Sequence sections/ outlines of unknown texts based upon knowledge of genre features	• Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
Answering find it questions	• Answer simple questions about characters, setting and key events in a story	• Answer questions about characters, setting/s and key events • **Answer find it questions about key information in a non-fiction text**	• Find and select the word/s in a section of a text to answer find it questions	• Find and select words and phrases to answer find it questions from different sections of unknown texts	• **Find and select words and phrases from across a whole text to answer find it questions**	• **Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions**
Summarising and note making	• Identify and discuss the setting and names of the characters in a story	• **Explain and discuss the key information from what is seen or read (link to sequencing).**	• **Summarise orally and in writing the main points from a paragraph using a wider range of**	• **Summarise orally and in writing the main points from several paragraphs or sections of a text**	• **Identify the main ideas from several paragraphs and provide key additional information**	• **Identify the main idea from across several paragraphs or sections of the text and provide**

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			prompts		**from a section of the text to support this**	**key additional information from the text to support this** • **Summarise the themes or viewpoints for different texts**
Recasting			• Produce an annotated story/visual map to represent a text that has been read	• Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction) • **Complete diagrams, tables and charts to summarise information**	• **Summarise in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations**	• Summarise in different ways for different audiences and purposes
Skimming and scanning		• Scan text to find given words and phrases	• **Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents) to retrieve information**	• **Scan different sections of unknown texts (fiction and non-fiction) to find missing information**	• **Scan different texts to find evidence to support answers to questions** • **Speed read or skim the text to gain the gist or main idea**	• **Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography**
Asking find it questions		• Ask relevant questions about a story or on-fiction text	• **Generate find it questions for a section of fiction and non-fiction texts (which are relevant)**	• **Generate relevant find it questions from different sections of fiction and non-fiction texts**	• **Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction**	• **Generate find it questions relevant to different sections of a non-fiction text** • **Ask relevant find it questions about different sections of a story read**
Note making skills					• **Retrieve and record information, producing a set of notes to support a presentation**	• **Make notes for presentations to different audiences**
Determining validity and importance					• **Prior to reading, select from a range of texts/ sources of information with a key question or heading in mind.**	• **Appraise a text quickly, deciding on its value, quality or usefulness**