

Progression of **Literal Understanding and Retrieval** through the Primary School

Skill	Reception	Year 1	Year 2
Literal Understanding and Retrieval	Children recall key facts from a story which has been read to them. They use visual literacy to: - find information from a picture; - point to information on the page in order to locate the answer which can be found easily in the text e.g. what was Red Riding Hood taking to her grandmother? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know. They can: - recognise and read their name; - recognise, point to, or find and read aloud words and phrases they have learned.	In addition to using visual literacy, children learn to: - use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text; They are learning to: - talk about the title and how it relates to the events in the text; - explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events; - retrieve answers to simple literal <i>who, what, where, when, which, who</i> and <i>how</i> questions.	Children begin to scan for key words in the text order to locate answers; begin to analyse the wording of a question in order to choose what to look for e.g. <i>What did the princess do first when she arrived at the castle?</i> Key words: <i>first, princess, castle</i>; sometimes can find answers where the question word does not match the text word; They learn to: navigate different paragraphs of information texts, locating the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions; recognise simple recurring literary language; locate and discuss favourite words and phrases; read (and recite) a repertoire of poems including classical poetry; draw on vocabulary-knowledge to understand texts and solve problems; check the text makes sense as they read.

Skill	Year 3	Year 4	Year 5	Year 6 >
Literal Understanding and Retrieval	Children are becoming more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases. They can: check the accuracy of what they are retrieving by reading around the words or phrases they find; locate and discuss words and phrases they find interesting; ask questions which improve their own understanding.	Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level; Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.	Children can: discuss their understanding and explore the meaning of words in context; ask questions which develop their understanding; retrieve key details and begin to find quotations from a whole text; They are learning to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases; understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	During text-discussion, children can maintain focus on the subject, using notes when necessary; independently locate information and provide reasoned justifications for their views; routinely find accurate quotations from a whole text; retrieve and summarise details to support opinions and predictions; using skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint.

(Pixl Primary English) Understanding Retrieval

'Retrieval questions are literal ('looking') questions. Retrieval is often the first comprehension skill pupils secure as it has the lowest cognitive domain; the answers are there in the text for pupils to find. There are varying degrees of literal when it comes to retrieval questions. For example, if a question asks: '*What is the girl's name?*' and in the text it says: '*The girl's name is Fiza.*', this is a completely literal retrieval question as the answer is stated directly in the text. However, only a few retrieval questions are as literal as this. Pupils usually have to think carefully to find and search for the right piece of information to answer retrieval questions.'

How to teach skills to support successful retrieval:

Skill	Teaching Guidance
Scanning	Scanning is reading rapidly in order to find specific facts or information. Through regular, timed practice teachers should teach pupils to: • decide on a few key words or phrases/ search terms. Teach pupils to be human search engines! • look for the first few letters of the word/s they are looking for. • look for words in bold letters or italics for important pieces of information. • look for bullet points or numbered lists that might contain the information they need. • find the section they need in the text using the question words. • let their eyes float rapidly down the page until they find the key word or phrase they want. • when their eye catches one of the key words, read the surrounding material carefully to check that it conveys the correct information. • scan for a person when the question word is who, scan for a place when the question word is where, scan for a time/date/day/month/year/season when the question word is when, scan for a time/distance when the question asks how long. • search for proper nouns when scanning for names of people or places. • scan for pronouns that link to the key question words. For example, a question may ask: <i>What did George want to do with the snake?</i> The text may read "<i>He would have liked to put a snake down her neck.</i>" Pupils will need to understand that the 'he' is George. • scan to check information. For example, when answering true or false questions – pupils should be taught to always find answers in text and check even if they think they remember the answer from initial reading.
Skimming	Skimming is reading rapidly to get a general overview of the text. Pupils will use skimming for retrieval when working across whole texts. Pupils will first skim the entire text to find which section/paragraph the answer is in and then scan that section/paragraph for the specific piece of information. Through regular, timed practice teachers should teach pupils to: • ignore details and look for main ideas. • in non-fiction, read only the subheadings or titles of paragraphs. • glance through the main headings in each chapter just to see a word or two. Read the <i>headings of charts and tables</i>. • read the first sentence of each paragraph to find out what it is about.

	• read the first and last paragraphs. • quickly read the sentences containing <i>key words</i> indicated in bold or italics. • note down any key dates, names or technical words that <i>might</i> help the reader to find what they are looking for when answering more specific questions later on. • Read the <i>contents page</i> or <i>chapter overview</i> to learn the main divisions of ideas.
Text marking	Text marking is intrinsically linked to skimming. It should be completed as a text is skimmed for the first time in order to help pupils find their way to information quickly once they begin answering questions. Through regular practice teachers should teach pupils to: • circle or mark key information as they read. This will help them locate information quickly when answering questions e.g. places and characters' names. • highlight tricky words, interesting words and any similes they notice as they read. • highlight important information like dates and times – these are useful when answering 'complete the table' and 'true or false' questions. • write a quick summary of each paragraph in the margin. This can help pupils find the right place in the text to answer a question.
Find and copy	Pupils find answering 'find and copy' questions notoriously difficult, despite this being a basic retrieval skill. Children need to be given plenty of opportunities to practise find and copy skills within a range of text types. Regular practice could involve finding and copying words from different word classes under timed conditions. For example, adjectives, verbs, or different groups of words e.g. that describe character/similes/expanded noun phrases. This will support accuracy when it comes to answering comprehension 'find and copy' questions. Teachers should teach pupils to: • find and copy both words and groups of words and to check their answers to ensure accuracy of copying – particularly deciding how much of a sentence they should copy when the question asks for a group of words. • decide what the 'find and copy' question is asking them to look for by analysing the question. • be specific and precise when finding the answer to 'find and copy' questions. • scan the text for the question language or synonyms/pronouns linked to the question language. • read around the word or group of words they have found to ensure that they are copying the correct information.
Use of evidence	The use of evidence to support answers to comprehension questions when reading is a key requirement for the end of Key Stage 2 Reading assessments. Using evidence directly from the text is linked to being able to find and copy accurately. To help support pupils' use of evidence, they should be taught to: • point to/underline/highlight where they found answers to retrieval questions in a text (this is the first step in the use of evidence). • 'prove it' by using quotations from texts to support answers/ideas/opinions. • answer 'how do you know?' questions using direct quotations from texts. • read persuasive texts and balanced arguments, finding evidence for different viewpoints. • use prescribed sentence starters to support their use of evidence. <i>E.g. In the text..., I know this because..., The key point is..., The author has written..., The evidence for this is...</i>