

Progression in AF2: Identify and retrieve key information from texts: understand, describe, explain, select & use quotation & reference to text (*Content Domain: 1b & 1c / 2a, 2b & 2c)

	Beginning to develop expectations	Embedding understanding of expectations	Securely demonstrates application of expectations
EYFS	Describes main story settings, events and principal characters	Knows that information can be retrieved from books and computers.	Beginning to show an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
	Knows information can be relayed in the form of print.	Retell narratives in the correct sequence, drawing on language patterns of stories.	Demonstrate understanding when talking with others about what they have read.
	Listens to and joins in with stories and poems, one-to-one and also in small groups.		
Year 1	Use visual prompts to retell key stories, fairy stories and traditional tales	Can orally retell key stories, fairy stories and traditional tales in guided sessions	Is becoming familiar with key stories, fairy stories and traditional tales, Can retell some stories independently
	Is able to recite some familiar rhymes e.g. nursery rhymes, playground rhymes	Can recite some rhyming poems within a group	Can recite some rhymes and poems by heart
	Can answer simple, literal questions about the text	Can find specific information in simple texts	Find specific information in simple texts and recall simple details
Year 2	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales		
	With support, identify and comment on key events in the correct order	Identify and comment on the key events in the correct order	Discuss with appropriate detail the sequence of events in books and how items of information are related
	Continuing to build up a repertoire of simple poems learnt by heart	Continuing to build up a repertoire of poems learnt by heart and reciting some with appropriate intonation to make the meaning clear	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear
	With support, can answer a range of questions on unfamiliar texts	Answers a range of questions on unfamiliar texts, with increasing independence e. g. <i>What happened at the beginning?</i>	Is able to answer and ask literal questions about unfamiliar texts (Greater independence shown) Check they understand what they have read makes sense
Year 3	Shows an increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally		
	With support, use dictionaries to check the meaning of words which they have read	Use dictionaries to check the meaning of words which they have read	Use dictionaries to check the meaning of words which they have read and explain the meaning of these words in context
	With support can identify key words to look for when scanning a text to find information e.g. <i>Teacher: If you want to find out what birds eat what are the key words to scan for?</i>	Is able to identify key words to look for when scanning a text to find information e.g. <i>I want to know where he lives so I'm looking for words such as: home, habitat, lives</i>	With some independence can skim and scan in order to retrieve information from a text e.g. <i>I want to know how he reacted to the news: I need to skim read to find the section where he is given the news and then read on and look for his reaction</i>
Year 4	Demonstrates an increasing familiarity with a wide range of books including fairy stories, myths and legends and can retell some of these orally		
	In guided sessions will refer to information from the text in order to justify a point of view	Will usually refer to information from the text in order to justify a point of view	With increasing independence can justify views about texts read (makes reference to the text to support their ideas)
Year 5	Shows an increasing familiarity with a wide range of books including myths and legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions		
	Can identify the main idea from one or more paragraph and summarise this (although the summary may be overlong or include some less relevant information)	Can identify the main idea from one or more paragraph and summarise this (ability to summarise key information is improving)	Can summarise key information succinctly
	With scaffolds, can explain their understanding of what they have read through formal presentations	Demonstrates greater independence when asked to explain their understanding of what they have read through formal presentations	Can independently explain and discuss their understanding of what they have read through formal presentations and debates
Year 6	In guided sessions can summarise the main ideas drawn from more than one paragraph and identify key details and facts	With increasing independence can summarise the main ideas drawn from more than one paragraph and identify key details and facts	Can independently summarise the main ideas drawn from more than one paragraph and identify key details and facts