Lesson 1

WALT: Identify key details and retrieve information from fiction.

Being a reader

When I am learning to read, I am decoding words in the text.

p-l-ay-ing

When I am learning to read, I practise reading with fluency, intonation and at an appropriate pace.

When I read, I am learning to take meaning from different texts.

Reading broadens my knowledge and widens my vocabulary, allowing me to link this to my previous and new learning.

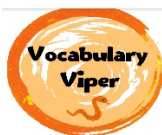I am learning to read because it allows me to make sense of the world around me.

I am learning to read because it gives me the power to develop myself as an individual and as a part of society.

When I am reading, I am igniting my imagination.

When I am reading, I use a range of skills to understand the text

Vocabulary Viper   Inference Viper   Predict Viper   Explain Viper   Retrieve Viper   Summarise Viper

Why do we read? … Yes, we often read for pleasure, but what else?

Try writing down everything you have read since waking up this morning.

You might have read your story book, the instructions on a game or the back of your cereal packet.

That's without all of the automatic reading we do without even noticing: what about reading the time on your watch, or an app name or symbol on your phone?

We read constantly, not just words, but emotions and images.

What unites most of our daily reading is that **we read to retrieve information**.

Unless you read for pleasure vociferously, you are more than likely spending more time reading for information than you are for pleasure.

Your primary reason for reading is retrieval.

What is retrieval?

Retrieval is '*the process of obtaining or extracting information or material*' (Oxford Dictionary, 2019).

When retrieving in reading, we are finding key details or information in the text and extracting them.

Whenever we read, we retrieve. **All reading depends on retrieval**.

It is the most crucial reading skill for making deeper meaning and for reading for life.

Retrieving by
scanning for key
details -

What
can you see?

Which way did your
eyes and brain
take you?

Did your eyes travel
in straight lines or
did they flit around?

Whichever way they
went, why do you
think this happened?

Retrieving by
scanning
systematically -

Spot the difference

Use the lines to
systematically scan
the image from left
to right to find the
information.

How many
differences can you
find.

What difference did
it make to 'read'
from left to right?

When reading a written text, there are two main ways to retrieve:

1. Skimming and scanning

2. Identifying key words to answer the question correctly

To begin with, we are going to focus on scanning accurately.

Skill: Scanning for information:
Fastest finger first - Children find a particular word as quickly as they can and put their finger on it. These can be focused on key words from texts and other curriculum areas. You can also use this with texts.

broccoli	April	swimming	blouse	sweetcorn	Uranus	suit	November
trousers	onion	rhino	Earth	happy	gymnastics	satsuma	orange
raspberry	tiger	shorts	clementine	t-shirt	alpaca	cardigan	leek
jumper	pig	Wednesday	August	cat	gloves	Friday	kayaking
Monday	Pluto	loved	hat	hockey	Mars	black	leopard
ecstatic	gold	badger	Jupiter	beetroot	jacket	March	panda
fox	September	culottes	netball	grey	blue	sailing	Saturday
Neptune	strawberry	Winter	blackberry	skirt	dog	Summer	canoeing
tomato	green	shirt	rugby	pineapple	coat	sad	kiwi
July	basketball	melon	cucumber	zebra	Tuesday	riding	June
pink	mango	red	diving	cycling	dress	orange	brown
Autumn	Venus	carrot	goat	Spring	sheep	cheetah	parsnip
elephant	hurdles	December	purple	January	worried	rabbit	Mercury
anxious	pea	hare	giraffe	scarf	white	tights	socks
football	lion	banana	high jump	tangerine	potato	Saturn	blueberry
aubergine	angry	sprint	discus	silver	long jump	shoes	lacrosse
javelin	Sunday	February	Thursday	October	llama	May	cow

How many?
Challenge children to find how many of something there is in a text, e.g. how many red words?

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(watch until 1:24)

Whole Class

Create a success criteria for retrieval.