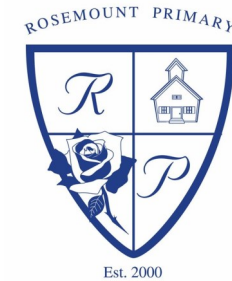


Rosemount Primary School



National Benchmarks for Writing

First Level



About the National Benchmarks

- The National Benchmarks have been introduced to ensure consistency of standards and expectations across teachers and schools, and to support reporting on progression in learning.
- The Benchmarks support teacher professional judgement of achievement of a level. They set out very clear statements about what children need to know and be able to do to achieve each level of the curriculum.
- Assessment is an on-going process to support learning. The Benchmarks are used to help monitor progress towards achievement of a level and to support overall professional judgement of when a learner has achieved a curriculum level. Evidence of progress and achievement will come from:
 - observing day-to-day learning within, and outwith, the classroom;
 - coursework, including tests;
 - learning conversations;
 - planned periodic holistic assessments; and
 - information from standardised assessments.
- Benchmarks are used to review this body of evidence to determine if the standard has been achieved and the learner has:
 - Achieved a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level.
 - Responded consistently well to the level of challenge set out in the experiences and outcomes for the level and has moved forward to earning at the next level in some aspects.
 - Demonstrated application of what they have learned in new and unfamiliar situations.
- Benchmarks are not checklists for teachers to work their way through from top to bottom. Teachers will plan learning and teaching appropriate to your child's age, stage, ability and prior learning. Routes towards the National Benchmarks will be different from child to child, as they progress through their individual learning journeys and work towards achieving the National Benchmarks BY THE END OF A LEVEL (P1 / P4 / P7).

BY THE END OF P4, most learners can:

Enjoyment and Choice

- Creates texts selecting subject, purpose, format and resources for a range of purposes and audiences.

Tools for Writing

- Spells most commonly used words correctly.
- Spells most vocabulary used across the curriculum correctly.
- Uses knowledge of phonics and spelling strategies when spelling familiar and unfamiliar words.
- Uses knowledge of the alphabet to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words.
- Writes independently, punctuating most sentences accurately, for example, using a capital letter, full stop, question mark or exclamation mark.
- Links sentences using common conjunctions, for example, and, because, but or so.
- Starts sentences in a variety of ways to engage the reader.
- Checks writing to ensure it makes sense.
- Presents writing in a clear and legible way using images and other features as appropriate.

Organising and using information

- Plans and organises ideas and information using an appropriate format.
- Makes notes to help plan writing and uses them to create new texts.
- Includes relevant information in written texts.
- Organises writing in a logical order and as appropriate to audience.
- Uses relevant and/or interesting vocabulary as appropriate for the context.

Creating Texts

- Creates a variety of texts for different purposes.
- When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:
- Selects, organises and conveys information in different ways.
- Uses vocabulary and language for specific purposes.
- Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.