

Rosemount Primary School



National Benchmarks for Writing

Early 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 learning 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 P1, most learners can:

Enjoyment and Choice

- Writes for enjoyment, exploring patterns and sounds, in a range of play, imaginative and real contexts.

Tools for Writing

- Forms most lowercase letters legibly.
- Uses a pencil with increasing control and confidence.
- Knows the sounds of lowercase and some uppercase letters.
- Leaves a space between words when writing.
- Writes words from left to right.
- Makes an attempt to spell familiar words correctly.
- Makes an attempt to use a capital letter and a full stop in at least one sentence.

Organising and using information

- Writes to convey ideas, messages and information in different ways in play, imaginative and real contexts.
- Writes to reflect own experiences and feelings using appropriate vocabulary to convey meaning.

Creating Texts

- Invents own stories and characters to share with others in play, imaginative and real contexts.
- Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.