

Rosemount Primary School



National Benchmarks for Writing

Second 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 P7, most learners can:

Enjoyment and Choice

- Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.

Tools for Writing

- Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.
- Uses a range of punctuation, for example, capital letters, full stops, commas, inverted commas (speech marks), exclamation marks, question marks and/or apostrophes. Punctuation is mainly accurate.
- Writes most sentences in a grammatically accurate way.
- Uses sentences of different lengths and types and varies sentence openings.
- Links sentences using a range of conjunctions.
- Uses paragraphs to separate thoughts and ideas.
- Writes in a fluent and legible way.
- Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.
- Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader, for example, headings, bullet points, fonts, graphics and/or captions.

Organising and using information	<ul style="list-style-type: none">• Uses notes and/or other sources to develop thinking and create new texts.• Acknowledges sources making clear where the information came from.• Organises information in a logical way.• Selects relevant ideas and information.• Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.
Creating Texts	<ul style="list-style-type: none">• Creates a range of short and extended texts regularly for different purposes.• Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. • When writing to convey information, describe events, explain processes or combine ideas in different ways:<ul style="list-style-type: none">• Uses appropriate style and format to convey information applying key features of the chosen genre.• Includes relevant ideas, knowledge and information.• Organises and presents information in a logical way.• Uses tone and vocabulary appropriate to purpose. • When writing to persuade, evaluate, explore issues or express an opinion:<ul style="list-style-type: none">• Presents relevant ideas and information, including supporting detail, to convey view point.• Organises ideas in a logical way.• Includes an introduction that makes the topic clear and a conclusion that rounds off the writing.• Attempts to use language to influence or persuade the reader, for example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.

Creating Texts (continued)

- When writing to describe and share experiences:
 - Describes personal experiences, making context and events clear.
 - Describes thoughts and feelings about the experience.
 - Attempts to engage and/or influence the reader through vocabulary and/or use of language.

- When writing imaginatively and creatively:
 - Applies a few features of the chosen genre.
 - Creates interesting characters through, for example, their feelings and actions, physical description and/or dialogue.
 - Creates setting/context with some descriptive detail.
 - Attempts to use figurative language (imagery) to engage the reader, for example, simile, metaphor, alliteration and onomatopoeia.
 - Creates plots with clear structures, for example, suitable opening, turning point, climax and/or satisfactory ending.