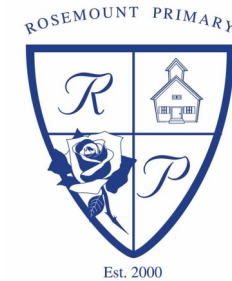


Rosemount Primary School

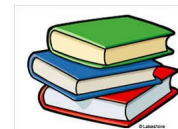


National Benchmarks for Reading

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

- Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.
- Explains preferences for particular texts and authors

Tools for Reading

- Reads aloud a familiar piece of text adding expression and can show understanding.
- Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.
- Uses a range of word recognition strategies independently.
- Decodes unknown words by locating and pronouncing familiar letter patterns and blends.
- Uses context clues to read and understand texts.
- Uses punctuation and grammar to read with understanding and expression.

Finding and using information

- Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.
- Makes notes under given headings for different purposes.

Understanding, Analysing and Evaluating

- Identifies the main ideas of texts.
- Makes appropriate suggestions about the purpose of a text.
- Answers literal, inferential and evaluative questions about texts.
- Asks questions to help make sense of a text.
- Recognises the difference between fact and opinion.
- Offers own ideas about characters, writer's use of language, structure and/or setting.
- Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.