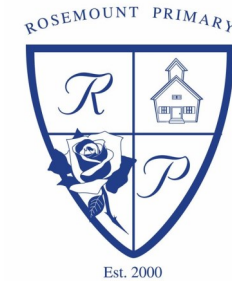


About the National Benchmarks

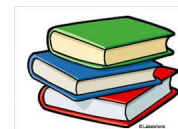
- The National Benchmarks have been introduced to ensure consistency of standards and expectations across teachers and schools, and to support reporting on progression in learning.
- The Benchmarks support teacher professional judgement of achievement of a level. They set out very clear statements about 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).

Rosemount Primary School



National Benchmarks for Reading

Second Level



BY THE END OF P7, most learners can:

Enjoyment and Choice

- Selects texts regularly for enjoyment or to find information for a specific purpose.
- Explains preferences for particular texts, authors or sources with supporting detail.

Tools for Reading

- Reads with fluency, understanding and expression using appropriate pace and tone.
- Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.
- Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising

Finding and using information

- Skims texts to identify purpose and main ideas.
- Scans texts to find key information.
- Finds, selects and sorts relevant information from a range of sources.
- Makes and organises notes using own words, for the most part.
- Uses notes to create new texts that show understanding of the topic or issue.

Understanding, Analysing and Evaluating

- Identifies the purpose of a text with suitable explanation.
- Identifies the main ideas of a text with appropriate detail.
- Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.
- Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.
- Creates different types of questions to show understanding of texts.