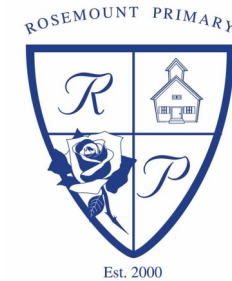


# Rosemount Primary School

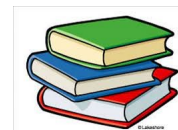


## National Benchmarks for Reading

### 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**

- Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator.
- Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.

**Tools for Reading**

- Hears and says patterns in words.
- Hears and says the different single sounds made by letters.
- Hears and says blends/sounds made by a combination of letters.
- Knows the difference between a letter, word and numeral.
- Reads from left to right and top to bottom.
- Uses knowledge of sounds, letters and patterns to read words.
- Uses knowledge of sight vocabulary/tricky words to read familiar words in context.
- Reads aloud familiar texts with attention to simple punctuation.
- Uses context clues to support understanding of different texts.

**Finding and using information**

- Finds information in a text to learn new things.
- Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes.

**Understanding, Analysing and Evaluating**

- Engages with texts read to them.
- Asks and answers questions about events and ideas in a text.
- Answers questions to help predict what will happen next.
- Contributes to discussions about events, characters and ideas relevant to the text.
- Shares thoughts and feelings about stories and other texts in different ways.
- Retells familiar stories in different ways, for example, role play, puppets and/or drawings.
- Relates information and ideas from a text to personal experiences.