

LITERACY AND ENGLISH BENCHMARKS



Supporting Professional Judgements

The final version of the Literacy and English benchmarks was published by Education Scotland in June 2017. They are intended to support practitioners' professional judgement as they consider if individual children have achieved a level. These should be used in a holistic way, alongside classwork, day-to-day learning, assessments, learning dialogue and standardised tests. They are not designed to be 'ticked off', therefore no boxes are provided. It is hoped that these documents provide a handy reference point for teachers. More information about the benchmarks and their use is available online.

IMPORTANT NOTE: Tools for Reading

The benchmarks and statements provided for the '*Tools for Reading*' organiser are problematic, in that they conflict with current international research on reading and systematic synthetic phonics. Alternative/additional statements have been provided, should schools wish to use them in addition to ensure secure progress and judgements. It is recommended that teachers have a simple record keeping system in place for tracking children's current knowledge of the alphabetic code. Skills in blending (where children blend sounds together to form words) should also be monitored.

The Phonics Screening Check (England) is a useful tool to check alphabetic code knowledge and blending skill as it uses both real words and nonsense words. It is a free, light-touch assessment and only takes around 6 minutes per child, but it provides robust, trackable data and identifies where children are struggling and/or at risk of reading failure. It is freely available online and can be used as a diagnostic assessment at any time, or as a summative assessment at the end of P2, by which time 100% of children should be passing the check with ease.

TOOLS FOR READING (additional statements for Early/First Levels)



- Hears and can 'discern' words when spoken in phonemes e.g. teacher gives the sounds/phonemes only: /c/-/a/-/t/ and the child says 'cat'.
- Hears and can point to/select/or write a letter/grapheme in response to a spoken sound/phoneme e.g. teacher says /t/ or /sh/ and child selects letter/graphemes 't' or 'sh'.
- Hears and can blend phonemes/sounds to form words.
- Knows the difference between a letter/grapheme and a sound/phoneme.
- Finger tracks under letters/letter groups/graphemes while blending sounds/phonemes for reading.*
- Uses knowledge of letter/sound (grapheme/phoneme) correspondences to read words.
- Uses knowledge of phonics to tackle all words, including tricky words, and unknown words.
- Reads aloud and independently texts that are aligned with their current developing phonic knowledge e.g. phonically decodable sentences, texts or reading book during class work.
- Reads aloud/silently and/or independently/with support any text that is of interest using their current developing phonic knowledge e.g. book corner or library books, reading for pleasure etc.

*finger tracking is a transitional tool and may not be required once children achieve automaticity and can read without blending; it will still be useful to support reading of new/unknown words.

N.B. Using a high quality phonics programme, children should be 'free readers' by the end of P3/ P4 at the latest and be able to progress to short chapter novels or similar.

LITERACY AND ENGLISH BENCHMARKS READING: EARLY LEVEL

ENJOYMENT AND CHOICE

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.

LIT 0-01a / LIT 0-11a / LIT 0-20a

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

LIT 0-01b / LIT 0-11b

- 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

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.

ENG 0-12a / LIT 0-13a / LIT 0-21a

- 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

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.

LIT 0-14a

- 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, EVALUATING

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.

LIT 0-07a / LIT 0-16a / ENG 0-17a

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

LIT 0-19a

- 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.

LITERACY AND ENGLISH BENCHMARKS READING: FIRST LEVEL

ENJOYMENT AND CHOICE

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.

LIT 1-11a / LIT 2-11a

- 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

I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.

ENG 1-12a

I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.

LIT 1-13a

- 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

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

LIT 1-14a

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.

LIT 1-15a

- 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, EVALUATING

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.

LIT 1-16a

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.

ENG 1-17a

To help me develop an informed view, I can recognise the difference between fact and opinion.

LIT 1-18a

I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.

ENG 1-19a

- 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.

LITERACY AND ENGLISH BENCHMARKS READING: SECOND LEVEL

ENJOYMENT AND CHOICE

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.

LIT 1-11a / LIT 2-11a

- 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

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

ENG 2-12a / ENG 3-12a / ENG 4-12a

I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.

LIT 2-13a

- 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

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

- 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, EVALUATING

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.

LIT 2-16a

To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.

ENG 2-17a

To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.

LIT 2-18a

I can:

- discuss structure, characterisation and/or setting;
- recognise the relevance of the writer's theme and how this relates to my own and others' experiences; and
- discuss the writer's style and other features appropriate to genre.

ENG 2-19a

- 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.
- Distinguishes between fact and opinion with appropriate explanation.
- Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.
- Identifies which sources are most useful/reliable.
- Makes relevant comments about structure, characterisation and/or setting with reference to the text.
- Relates the writer's theme to own and/or others' experiences.
- Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text.

LITERACY AND ENGLISH BENCHMARKS READING: THIRD LEVEL

ENJOYMENT AND CHOICE

I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can identify sources to develop the range of my reading.

LIT 3-11a

- Selects texts regularly for enjoyment and interest or relevant sources to inform thinking.
- Gives a personal response to texts with appropriate justification.
- Explains how well a text or source meets needs and expectations with appropriate justification.

TOOLS FOR READING

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

ENG 2-12a / ENG 3-12a / ENG 4-12a

I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.

LIT 3-13a

- Reads texts with fluency, understanding and expression using appropriate pace and tone.
- Applies knowledge of context clues, word roots, grammar, punctuation, sentence and text structures to read unfamiliar texts with understanding.
- Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.

FINDING AND USING INFORMATION

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

LIT 3-14a / LIT 4-14a

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-15a / LIT 4-15a

- Finds, selects and sorts relevant information from a variety of sources for a range of purposes.
- Summarises key information using own words.
- Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.
- Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.

UNDERSTANDING, ANALYSING, EVALUATING

To show my understanding across different areas of learning, I can:

- identify and consider the purpose, main concerns or concepts and use supporting detail;
- make inferences from key statements;
- identify and discuss similarities and differences between different types of text.

LIT 3-16a

To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks.

ENG 3-17a

To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources.

LIT 3-18a

I can:

- discuss and evaluate the structure, characterisation and/or setting using some supporting evidence;
- identify the main theme of the text and recognise the relevance this has to my own and others' experiences; and
- identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.

ENG 3-19a

- Identifies purpose and audience of a range of texts with appropriate justification.
- Gives an accurate account of the main ideas of texts.
- Makes inferences and deductions with appropriate justification.
- Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.
- Responds to a range of close reading questions, including literal, inferential and evaluative questions, to show understanding of texts and knowledge of language.
- Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery.
- Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of statistics.
- Comments on reliability and relevance/usefulness of sources with appropriate justification.
- Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text.
- Shows understanding of the writer's theme and can link it to own or others' experiences.
- Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.

LITERACY AND ENGLISH BENCHMARKS READING: FOURTH LEVEL

ENJOYMENT AND CHOICE

I regularly select and read texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response.
I can independently identify sources to develop the range of my reading.

LIT 4-11a

- Selects regularly and independently, texts for enjoyment and interest or relevant sources to inform thinking.
- Gives a personal response to spoken texts or explains how well a spoken text or source meets needs and expectations, justifying opinion with relevant reference to the text.

TOOLS FOR READING

Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.

ENG 2-12a / ENG 3-12a / ENG 4-12a

Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need.

LIT 4-13a

- Reads with fluency, understanding and expression across a wide range of texts.
- Applies knowledge of language such as word roots, grammar, punctuation, tone, sentence and text structures to read texts with understanding.
- Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising, analysing and annotating.

FINDING AND USING INFORMATION

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

LIT 3-14a / LIT 4-14a

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-15a / LIT 4-15a

- Finds, selects and sorts essential information from a variety of sources for a range of purposes.
- Summarises key information, from more than one source, using own words.
- Uses own words to make and organise notes, synthesising key information from different sources.
- Uses notes to create new texts that show an understanding of the topic or issue, synthesising information from different sources.

UNDERSTANDING, ANALYSING, EVALUATING

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.

LIT 3-14a / LIT 4-14a

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-15a / LIT 4-15a

To show my understanding across different areas of learning, I can: • clearly state the purpose, main concerns, concepts or arguments and use supporting detail; • make inferences from key statements and state these accurately in my own words; and • compare and contrast different types of text.

LIT 4-16a

To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks.

ENG 4-17a

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.

LIT 4-18a

I can:

- discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence; • identify how the writer's main theme or central concerns are revealed and can recognise how they relate to my own and others' experiences; and
- identify and make a personal evaluation of the effect of aspects of the writer's style and other features appropriate to genre using some relevant evidence and terminology.

ENG 4-19a

- States clearly the purpose, audience and main ideas of a range of texts with appropriate justification.
- Makes accurate inferences with appropriate justification.
- Compares and contrasts the content, style and language of different texts with supporting detail.
- Responds in detail to a range of close reading questions to show understanding of texts and knowledge and understanding of language.
- Makes evaluative comments about the effect of features of language, for example, word choice, sentence structure, punctuation, grammar and/or imagery.
- Identifies the use of bias and persuasion and comments appropriately on some of the techniques used, for example, word choice, emotive language, repetition, rhetorical questions, use of statistics and/or hyperbole.
- Makes evaluative comments about relevance, reliability and credibility of sources, with appropriate justification.
- Makes evaluative comments about the effectiveness of structure, characterisation and/or setting with relevant reference to the text.
- Shows understanding of how the writer's theme is developed and recognises how it relates to own or others' experiences/the writer's purpose/the central concerns of the text.
- Identifies and makes evaluative comments on aspects of the writer's style, use of language and other features appropriate to genre with detailed reference to the text and appropriate terminology.