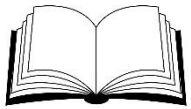
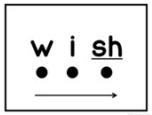
P2 Benchmarks: Literacy

Reading



Decoding skills

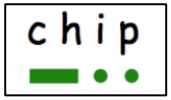


- I am starting to read words with two sounds in them *(e.g. add, ash, each.)*
- I can split words into different parts before blending them to read the word.
- I can read some common words automatically (e.g. *the, and, was*).
- I can explain why I have chosen a book, using the title, pictures and blurb to help me.
- I can explain why I like or disliked a story.

Writing

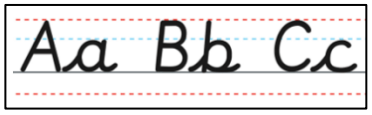


Spelling



- Using my sound knowledge, I can try to spell words independently.
- I can spell a number of common words *(so, we, you).*
- I can use wordbanks to help me with my spelling.
- I can recite the alphabet by the names and sounds of the letters.

Handwriting



- I can hold my pencil correctly.
- I can form all my letters correctly and use finger spaces in my writing.

Talking and Listening



Working with others



- I am starting to share relevant ideas during group discussions.
- I am beginning to take turns to speak.
- I am starting to show people that I am listening by looking at them and sitting appropriately.
- I can respond to a range of questions and I can ask other people questions.
- I am beginning to give feedback to my peers.

Speaking in front of others



- I am beginning to speak clearly in front of others, using gestures.

Understanding what I am reading 

- I can use pictures to help me understand what I am reading.
- I can use the title and front cover of a book to predict what it will be about.
- I can predict what will happen next in a story.
- I can answer questions about the plot, characters and setting of a story.

Finding information 

- I can understand the difference between fiction and non-fiction texts.
- I am beginning to describe the main idea of something that I have read.
- I can use a simple picture dictionary to find out what a word means.
- I can ask questions about a topic before I start reading.

Independent Writing 

- I can write a sentence with a capital and a full-stop.
- I can use *and/but* to make my sentence longer.
- I can read my sentence to check that it makes sense.
- I can write my ideas in an order that makes sense.
- I can plan and write a story with a beginning, middle and end.
- With support, I can use ambitious words in my sentences to make them more interesting.

Listening for information 

- I am beginning to explain the main idea of something that I have watched or listened to.
- I am beginning to recognise different genres, such as poems, stories and reports.
- I am starting to understand the difference between fact and opinion.
- I am beginning to take simple notes about something that I have watched or listened to.
- I can ask questions to help me understand what I have listened to or watched.