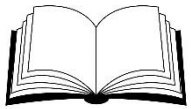
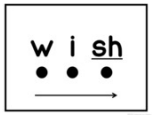
P4 Benchmarks: Literacy

Reading 

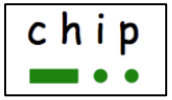
Decoding skills 

- I can independently use my phonics knowledge to read unfamiliar words.
- I can read a bigger number of common words that don't follow the phonics patterns (*school, enough, important*).
- I can explain why I have chosen a book, using the title, pictures and blurb to help me.
- I can read with expression.

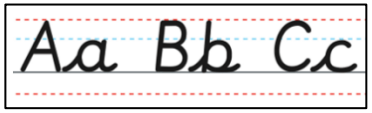
Understanding what I am reading 

- I can evaluate and analyse a story, by explaining how the writer makes their writing interesting and explaining a character's actions.

Writing 

Spelling 

- I can independently use my phonics knowledge to spell a bigger range of words.
- I can spell a bigger number of common words
- I can use my spelling strategies to have a go at words I don't know.
- I can use the soundchart, wordbanks and dictionaries to help me with my spelling.

Handwriting 

- I can write neatly and more quickly.
- I can use digital devices to present my writing.

Talking and Listening 

Working with others 

- I share my ideas in more detail and I can respond to questions about my ideas.
- I can take on a role during groupwork and listen to the ideas of others.
- I am building my self-assessment and peer assessment skills.

Speaking in front of others 

- With confidence, I can use a clear voice, expression, eye contact and actions to engage my audience.
- I can use props to support me when I give a talk.

• I can use a dictionary to help me understand unfamiliar words. • I can explain if something is fact or opinion. **Finding information**  • I can use features of non-fiction texts to find information *(e.g. contents, index, subheadings).* • I can skim a piece of writing to quickly find out its topic and its purpose. • I can use second and third letter alphabetical order to find information. • I can use a non-fiction text to take some notes about the topic.	**Independent Writing**  • I can punctuate a series of sentences independently. • I can use words like *then, if, however* to join sentences together. • I am beginning to use speech marks in my writing “ “ . • I am beginning to write more detailed sentences, with a high level of vocabulary, to make my writing more interesting. • I can plan for writing a range of different genres and I can read my writing to check it makes sense. • With support, I can edit my writing.	**Listening for information**  • I can explain the main ideas of something that I have watched or listened to. • I am beginning to understand how my opinion could be influenced, for example, in advertising. • I can make some notes about something I have watched or listened to and use these to help me in my writing or groupwork. • I can ask a range of questions to help me understand a new topic.