

Meet Our Authors: Michael Rosen



Poetry and A Curriculum for Excellence

The Michael Rosen Resource at SBT

Michael Rosen's suggestions for developing a poetry-friendly classroom and the additional guidance given in the SBT resource present many creative ways for the *Literacy and English Experiences and Outcomes* to come to life.

Reading, writing, listening to and talking about poetry are great ways to open the door to a love of language and all its curiosities and possibilities. Poetry is especially good for developing Knowledge About Language (KAL) and for honing editing skills, as well as being the source of a lot of fun! Relevant Literacy and English Experiences and Outcomes are identified below.

Cross-curricular poetry

Poetry also offers many opportunities to make cross-curricular connections. Reference to the Curriculum for Excellence guidance on science, expressive arts and social studies will help in the exploration of cross-curricular potential (<http://www.curriculumforexcellencescotland.gov.uk/outcomes/index.asp>).

Michael Rosen's *Centrally Heated Knickers* collection is a particular case in point: it was commissioned by STAR* (Science, Technology and Reading) who asked Michael Rosen to create 100 poems about chemistry, physics, the environment and design and technology. There is also a companion teacher resource published by ASE (the Association for Science in Education) which explores the science behind these poems and suggests a range of related activities across the curriculum: <http://www.chemsoc.org/networks/learnnet/star.htm>.

Poetry, the Scots language and Scottish literature

Here in Scotland we have a rich heritage of Scot's language poetry and teachers should take every opportunity to celebrate and explore these texts and enrich children's understanding of their poetic heritage. Because this resource was developed in connection with Michael Rosen's tour, it is not specifically a Scots language resource, so we have not highlighted the relevant statements. The wealth of English language poetry created by Scottish poets past and present should also be explored.

Scots language links

- Association for Scottish Literary Studies: <http://www.arts.gla.ac.uk/ScotLit/ASLS/>
- The Scuil Wab: <http://www.scuilwab.org.uk/>
- Itchy Coo: <http://www.itchy-coo.com/>
- Learning and Teaching Scotland: Scots language special focus: <http://www.ltscotland.org.uk/5to14/specialfocus/scots/index.asp>

Literacy and English

Experiences and outcomes – opportunities to enjoy poetry

The statements highlighted in yellow throughout the “Experiences and Outcomes” below indicate major opportunities to develop literacy and English through the medium of poetry, as chosen by Cathrin Howells of Creative Contexts on behalf of SBT for the Michael Rosen Resource. Other statements may also come into play depending on your focus (e.g. you may be trying to develop group discussions and poetry could provide the context for this), but for simplicity the selected statements have been chosen with understanding and enjoyment of poetry as the main objectives.

The development of literacy skills plays an important role in all learning.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts¹ in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language², how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

In developing my English language skills:

- I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland’s literary and linguistic heritage
- I enjoy exploring and discussing word patterns and text structures.

¹ Texts are defined in the principles and practice paper. They will include texts which are relevant to all areas of learning, and examples of writing by Scottish authors which relate to the history, heritage and culture of Scotland. They may also include writing in Scots, and Gaelic in translation.

² The languages of Scotland will include the languages which children and young people bring to the classroom and other settings.

Listening and talking		Listening to, talking about and performing poems			
	Early	First	Second	Third	Fourth
<p>Enjoyment and choice</p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.³</i> LIT 0-01a / LIT 0-11a / LIT 0-20a</p>	<p><i>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</i></p> <p><i>I regularly select subject, purpose, format and resources to create texts of my choice.</i></p>	<p>LIT 1-01a / LIT 2-01a</p>	<p><i>I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.</i></p>	
	<p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> LIT 0-01b / LIT 0-11b</p>				<p><i>I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</i></p> <p>LIT 3-01a / LIT 4-01a</p>
	<p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> LIT 0-01c</p>				

³ The literacy experiences and outcomes which are the responsibility of all teachers are shown in italics.
 Literacy and English: experiences and outcomes that can be explored via poetry – identified by C. Howells, Creative Contexts, January 2010

Listening and talking (continued)

	Early	First	Second	Third	Fourth
<p>Tools for listening and talking</p> <p>– to help me when interacting or presenting within and beyond my place of learning</p>	<p><i>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</i></p> <p>LIT 0-02a / ENG 0-03a</p>	<p><i>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</i></p> <p>LIT 1-02a</p>	<p><i>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</i></p> <p>LIT 2-02a</p>	<p><i>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</i></p> <p><i>I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</i></p> <p>LIT 3-02a</p>	<p><i>When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.</i></p> <p><i>I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.</i></p> <p>LIT 4-02a</p>
		<p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</p> <p>ENG 1-03a</p>	<p>I can recognise how the features of spoken language can help in communication, and I can use what I learn.</p> <p>I can recognise different features of my own and others' spoken language.</p> <p>ENG 2-03a</p>	<p>Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</p> <p>ENG 3-03a</p>	<p>Having explored and analysed the features of spoken language, I can use these independently, adopting and sustaining an appropriate register to suit my purpose and audience.</p> <p>ENG 4-03a</p>

Listening and talking (continued)		Listening to, talking about and performing poems			
	Early	First	Second	Third	Fourth
<p>Finding and using information</p> <p>– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>I listen or watch for useful or interesting information and I use this to make choices or learn new things.</i></p> <p>LIT 0-04a</p>	<p><i>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.</i></p> <p>LIT 1-04a</p>	<p><i>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</i></p> <p>LIT 2-04a</p>	<p><i>As I listen or watch, I can:</i></p> <ul style="list-style-type: none"> <i>identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements</i> <i>identify and discuss similarities and differences between different types of text</i> <i>use this information for different purposes.</i> <p>LIT 3-04a</p>	<p><i>As I listen or watch, I can:</i></p> <ul style="list-style-type: none"> <i>clearly state the purpose and main concerns of a text and make inferences from key statements</i> <i>compare and contrast different types of text</i> <i>gather, link and use information from different sources and use this for different purposes.</i> <p>LIT 4-04a</p>
		<p><i>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.</i></p> <p>LIT 1-05a</p>	<p><i>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.</i></p> <p>LIT 2-05a</p>	<p><i>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.</i></p> <p>LIT 3-05a / LIT 4-05a</p>	
		<p><i>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</i></p> <p>LIT 1-06a</p>	<p><i>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p>LIT 2-06a</p>	<p><i>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</i></p> <p>LIT 3-06a / LIT 4-06a</p>	

Listening and talking (continued)		Listening to, talking about and performing poems			
	Early	First	Second	Third	Fourth
<p>Understanding, analysing and evaluating</p> <p>– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p style="text-align: right;"><i>LIT 0-07a / LIT 0-16a / ENG 0-17a</i></p>	<p>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</p> <p style="text-align: right;"><i>LIT 1-07a</i></p>	<p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p> <p style="text-align: right;"><i>LIT 2-07a</i></p>	<p>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</p> <p style="text-align: right;"><i>LIT 3-07a</i></p>	<p>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</p> <p style="text-align: right;"><i>LIT 4-07a</i></p>
		<p>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</p> <p style="text-align: right;"><i>LIT 1-08a</i></p>	<p>To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.</p> <p style="text-align: right;"><i>LIT 2-08a</i></p>	<p>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.</p> <p style="text-align: right;"><i>LIT 3-08a</i></p>	<p>To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.</p> <p style="text-align: right;"><i>LIT 4-08a</i></p>

Listening and talking (continued)		Listening to, talking about and performing poems			
	Early	First	Second	Third	Fourth
<p>Creating texts</p> <p>– applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p>	<p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i></p> <p><i>LIT 0-09a</i></p> <p><i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i></p> <p><i>LIT 0-09b / LIT 0-31a</i></p>	<p><i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</i></p> <p><i>LIT 1-09a</i></p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. <p><i>LIT 2-09a</i></p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • communicate information, ideas or opinions • explain processes, concepts or ideas • identify issues raised, summarise findings or draw conclusions. <p><i>LIT 3-09a</i></p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> • communicate detailed information, ideas or opinions • explain processes, concepts or ideas with some relevant supporting detail • sum up ideas, issues, findings or conclusions <p><i>LIT 4-09a</i></p>
	<p><i>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.</i></p> <p><i>LIT 0-10a</i></p>	<p><i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources⁴ as required.</i></p> <p><i>LIT 1-10a</i></p>	<p><i>I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</i></p> <p><i>LIT 2-10a / LIT 3-10a</i></p>	<p><i>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</i></p> <p><i>LIT 4-10a</i></p>	

⁴ This may include images, objects, audio, visual or digital resources.

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Reading		Reading and investigating poems			
	Early	First	Second	Third	Fourth
<p>Enjoyment and choice</p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i></p> <p><i>LIT 0-01a / LIT 0-11a / LIT 0-20a</i></p> <p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i></p> <p><i>LIT 0-01b / LIT 0-11b</i></p>	<p><i>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.</i></p> <p><i>LIT 1-11a / LIT 2-11a</i></p>	<p><i>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></p> <p><i>I can identify sources⁵ to develop the range of my reading.</i></p> <p><i>LIT 3-11a</i></p>	<p><i>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></p> <p><i>I can independently identify sources to develop the range of my reading.</i></p> <p><i>LIT 4-11a</i></p>	

⁵ Sources should be interpreted in the broadest sense, for example, traditional sources such as libraries and also the full range of digital and interpersonal opportunities to learn about texts.

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Reading (continued)

	Early	First	Second	Third	Fourth
<p>Tools for reading</p> <p>– to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p><i>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.</i></p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p>	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.</p> <p>ENG 1-12a</p>	<p>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</p> <p>ENG 2-12a / ENG 3-12a / ENG 4-12a</p>		
		<p><i>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.</i></p> <p>LIT 1-13a</p>	<p><i>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.</i></p> <p>LIT 2-13a</p>	<p><i>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.</i></p> <p>LIT 3-13a</p>	<p><i>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.</i></p> <p>LIT 4-13a</p>

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Reading (continued)

	Early	First	Second	Third	Fourth
<p>Finding and using information</p> <p>– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><i>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.</i></p> <p>LIT 0-14a</p>	<p><i>Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.</i></p> <p>LIT 1-14a</p>	<p><i>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.</i></p> <p>LIT 2-14a</p>	<p><i>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.</i></p> <p>LIT 3-14a / LIT 4-14a</p>	
		<p><i>I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.</i></p> <p>LIT 1-15a</p>	<p><i>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.</i></p> <p>LIT 2-15a</p>	<p><i>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.</i></p> <p>LIT 3-15a / LIT 4-15a</p>	

Reading (continued)		Reading and investigating poems			
	Early	First	Second	Third	Fourth
<p>Understanding, analysing and evaluating</p> <p>– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</p> <p>LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p>LIT 1-16a</p>	<p>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.</p> <p>LIT 2-16a</p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> 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. <p>LIT 3-16a</p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> 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 compare and contrast different types of text. <p>LIT 4-16a</p>
			<p>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.</p> <p>ENG 1-17a</p>	<p>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.</p> <p>ENG 2-17a</p>	<p>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.</p> <p>ENG 3-17a</p>

Reading (continued)		Reading and investigating poems			
	Early	First	Second	Third	Fourth
<p>Understanding, analysing and evaluating (continued)</p>		<p>To help me develop an informed view, I can recognise the difference between fact and opinion.</p> <p>LIT 1-18a</p>	<p>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.</p> <p>LIT 2-18a</p>	<p>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.</p> <p>LIT 3-18a</p>	<p>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</p>
	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</p> <p>LIT 0-19a</p>	<p>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.</p> <p>ENG 1-19a</p>	<p>I can:</p> <ul style="list-style-type: none"> • discuss structure, characterisation and/or setting • recognise the relevance of the writer's theme and how this relates to my own and others' experiences • discuss the writer's style and other features appropriate to genre. <p>ENG 2-19a</p>	<p>I can:</p> <ul style="list-style-type: none"> • 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 • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p>ENG 3-19a</p>	<p>I can:</p> <ul style="list-style-type: none"> • 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 • 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

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Writing		Planning, drafting, writing, editing and publishing poems			
	Early	First	Second	Third	Fourth
<p>Enjoyment and choice</p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i></p> <p><i>LIT 0-01a / LIT 0-11a / LIT 0-20a</i></p>	<p><i>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</i></p>	<p><i>LIT 1-20a / LIT 2-20a</i></p>	<p><i>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</i></p>	<p><i>LIT 3-20a / LIT 4-20a</i></p>

Writing (continued)		Planning, drafting, writing, editing and publishing poems			
	Early	First	Second	Third	Fourth
<p>Tools for writing</p> <p>– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p>	<p><i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.</i></p> <p>ENG 0-12a / LIT 0-13a / LIT 0-21a</p>	<p><i>I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words.</i></p> <p>LIT 1-21a</p>	<p><i>I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.</i></p> <p>LIT 2-21a</p>	<p><i>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</i></p> <p>LIT 3-21a</p>	<p><i>I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</i></p> <p>LIT 4-21a</p>
	<p><i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i></p> <p>LIT 0-21b</p>	<p><i>I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.</i></p> <p>LIT 1-22a</p>	<p><i>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.</i></p> <p>LIT 2-22a</p>	<p><i>As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs.</i></p> <p>LIT 3-22a / LIT 4-22a</p>	
		<p><i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p>LIT 1-23a</p>	<p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i></p> <p>LIT 2-23a</p>	<p><i>Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading.</i></p> <p>LIT 3-23a</p>	<p><i>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</i></p> <p>LIT 4-23a</p>

Writing (continued)		Planning, drafting, writing, editing and publishing poems			
	Early	First	Second	Third	Fourth
Tools for writing (continued)		<p><i>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.</i></p> <p>LIT 1-24a</p>	<p><i>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.</i></p> <p>LIT 2-24a</p>	<p><i>I can consider the impact that layout and presentation will have on my reader, selecting and using a variety of features appropriate to purpose and audience.</i></p> <p>LIT 3-24a</p>	<p><i>I can justify my choice and use of layout and presentation in terms of the intended impact on my reader.</i></p> <p>LIT 4-24a</p>

Writing (continued)		Writing poems				
	Early	First	Second	Third	Fourth	
<p>Organising and using information</p> <p>– considering texts to help create short and extended texts for different purposes</p>		<p><i>I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text.</i></p> <p>LIT 1-25a</p>	<p><i>I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text.</i></p> <p><i>I recognise the need to acknowledge my sources and can do this appropriately.</i></p> <p>LIT 2-25a</p>	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text.</i></p> <p><i>I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately.</i></p> <p>LIT 3-25a</p>	<p><i>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text.</i></p> <p><i>I can make appropriate and responsible use of sources and acknowledge these appropriately.</i></p> <p>LIT 4-25a</p>	
	<p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i></p> <p>LIT 0-26a</p>	<p><i>By considering the type of text I am creating,⁶ I can select information and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</i></p> <p>LIT 1-26a</p>	<p><i>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.</i></p> <p>LIT 2-26a</p>	<p><i>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</i></p> <p>LIT 3-26a / LIT 4-26a</p>		

⁶ These will include the range of texts and media described in the principles and practice paper.

Meet Our Authors: Michael Rosen



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Writing (continued)		Writing poems			
	Early	First	Second	Third	Fourth
Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary			I am learning to use language and style in a way which engages and/or influences my reader. ENG 2-27a	I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a / ENG 4-27a	
		I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a	I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a	I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. LIT 3-28a	I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways. LIT 4-28a
			I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a	I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. LIT 3-29a	I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence. LIT 4-29a

Writing (continued)		Writing poems			
	Early	First	Second	Third	Fourth
Creating texts (continued)		I can describe and share my experiences and how they made me feel. ENG 1-30a	As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. ENG 2-30a	I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection. ENG 3-30a	I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader. ENG 4-30a
	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31a	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life. ENG 2-31a	Having explored the elements which writers use, I can create texts in different genres by: <ul style="list-style-type: none"> • integrating the conventions of my chosen genre successfully and/or • using convincing and appropriate structures and/or • creating interesting and convincing characters and/or • building convincing settings which come to life. ENG 3-31a	Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can: <ul style="list-style-type: none"> • use the conventions of my chosen genre successfully and/or • create an appropriate mood or atmosphere and/or • create convincing relationships, actions and dialogue for my characters. ENG 4-31a