





# Literacy and English Experiences and Outcomes...through poetry

## *A perspective on the role of poetry, by the Scottish Poetry Library*

### Poetry and the English and literacy experiences and outcomes

The opening page of the Literacy and English Experiences and Outcomes states the following experiences, which can be readily achieved through an active engagement with poetry:

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 texts<sup>1</sup> 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 language<sup>2</sup>, 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.

Reading, writing, listening to and talking about poetry all provide a rich medium through which many of the experiences and outcomes for literacy and language can be fulfilled. Through regular reading and sharing of poetry with your pupils you will create an environment where discussion flourishes and an understanding of the ways in which language can be used creatively will grow. These shared poems can form models for pupils to create their own work, alone, in pairs or in groups, and they can also learn much by interpreting and presenting them as performances. Poems can be analysed, dissected or simply enjoyed, prior to pupils gathering their own and others' ideas in order to create new poems which can then be shared and further explored – offering a never-ending circle of creative possibilities.

Through all of this, word and language play, which feature so sparsely in the documentation, should not be seen as a creative extra, but rather a fundamental opportunity to really deepen the language experience, allowing important discoveries about possibilities and boundaries for vocabulary, syntax, structure and meaning, and ways in which language can be creatively harnessed to good effect. This in turn can engender a confidence and curiosity about language which might not readily occur elsewhere. The new vocabulary and creative techniques gathered through creative engagement with poetry can then be applied to other forms of reading and writing, for example to enhance attempts at characterisation or to portray mood or atmosphere or point of view. Make poetry a core part of your English and literacy teaching and you will not be disappointed by the results.

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<sup>1</sup> 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.

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



# The Literacy and English Experiences and Outcomes...through poetry

## *A perspective on the role of poetry, by the Scottish Poetry Library*

### **Poetry across all learning**

Poetry offers enormous potential for delivering the Curriculum for Excellence, providing a variety of learning experiences and tangible outcomes at all levels, not just in Literacy in English, Scots or Gaelic, but across the curriculum. Poetry provides a wealth of resources for inter-disciplinary and cross-arts working. It provides a means of engagement and reflection in all subject areas, lends itself to different ways of working, in groups and individually, and provides a variety of options for presentation. Poetry is a powerful means of making connections between different topics and experiences, and demonstrating relevance of both texts and subject matter to pupils' lives and the world around them.

As an integral tool for learning, poetry is stimulating, engaging, fun, and benefits creative thinking, expression, memory, understanding and interpretation and confidence. As a format for expressing and presenting ideas and findings, it offers a variety of options in text, spoken word and performance, and can be used creatively in conjunction with other artforms and media. Different forms, as well as subject matter for poems, can be effective tools for learning in different subjects, linking concepts in a way that is mutually supportive and beneficial or providing rhythmic mnemonics. Poems can help pupils to focus on detail, or provide empathy with others, enabling both learning skills and engagement with historical, environmental or global topics.

The cross-curricular connections for poetry are endless. Poems to explore weather, historical character or buildings or events, political happenings, geographic locations, environmental issues, music, art, food, design, science – there isn't really an area of the curriculum which could not be represented by already published works or be explored as a topic for pupils to develop and present their own poetry. Poems often add a new and unexpected perspective, and we recommend considering their use in all subject areas.

### **We can help you to harness poetry's potential!**

Contact SPL if you would like further advice and support – we're dedicated, experienced and enthusiastic poetry people who aim to inspire, nurture and enthuse. We have a wealth of experience of working with teachers and young people, and can help with ideas, approaches, finding poems on particular themes, specialist guidance on forms and terms, indeed anything that will help pupils and teachers make the most of poets and poetry.

To find out more about who we are and what we can offer, email [education@spl.org.uk](mailto:education@spl.org.uk) or visit our teachers' web pages:

<http://www.scottishpoetrylibrary.org.uk/learn/teachers> where you can download this document and a wide selection of additional classroom resources for poetry.

*This document draws attention to the potential for poetry to meet many of the desired English and literacy experiences and outcomes for pupils. Major opportunities for a focus on poetry are highlighted in **green**; particular opportunities to explore oral performances and presentations of poetry are in **blue**.*



## Listening and talking...through poetry

	Early	First	Second	Third	Fourth
<p><b>Enjoyment and choice</b></p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p> <p><b>SPL says:</b> Listening to and talking about poetry can definitely be challenging – but that is no reason to shy away from it! Contact SPL for advice about selecting texts and ways to get your pupils talking about them.</p> <p><b>SPL says:</b> Playing with the patterns and sounds of language should be a life-long experience, a valuable source of enjoyment and learning not just for the early stages.</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.</i><sup>3</sup></p> <p><b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></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><b>LIT 0-01b / LIT 0-11b</b></p> <p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i></p> <p><b>LIT 0-01c</b></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><b>LIT 1-01a / LIT 2-01a</b></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 can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.</i></p>	<p><b>LIT 3-01a / LIT 4-01a</b></p>

<sup>3</sup> The literacy experiences and outcomes which are the responsibility of all teachers are shown in italics.



## Listening and talking...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Tools for listening and talking</b></p> <p>– to help me when interacting or presenting within and beyond my place of learning</p> <p><b>SPL says:</b> These outcomes would apply where pupils are planning and developing oral presentations and performances of poems, alone, in pairs or in groups. If you haven't yet tried choral speaking as a way of interpreting a poem, you don't know what you are missing! Approach it as a problem-solving activity for a group, giving each a verse or a few lines to interpret and present using voices, echoes, repeats, sound effects, etc.</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><b>LIT 0-02a / ENG 0-03a</b></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><b>LIT 1-02a</b></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><b>LIT 2-02a</b></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><b>LIT 3-02a</b></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><b>LIT 4-02a</b></p>
		<p><i>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</i></p> <p><b>ENG 1-03a</b></p>	<p><i>I can recognise how the features of spoken language can help in communication, and I can use what I learn.</i></p> <p><i>I can recognise different features of my own and others' spoken language.</i></p> <p><b>ENG 2-03a</b></p>	<p><i>Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.</i></p> <p><b>ENG 3-03a</b></p>	<p><i>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.</i></p> <p><b>ENG 4-03a</b></p>



## Listening and talking...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Finding and using information</b></p> <p>– when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p> <p><b>SPL says:</b> Encourage pupils to pick out favourite words, sounds, lines, images as they listen to poems, making notes where appropriate and using this information to inform new work or to help with presentations or the making of decisions about the poems they are exploring.</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"> <li>• identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements</li> <li>• identify and discuss similarities and differences between different types of text</li> <li>• use this information for different purposes.</li> </ul> <p>LIT 3-04a</p>	<p><i>As I listen or watch, I can:</i></p> <ul style="list-style-type: none"> <li>• clearly state the purpose and main concerns of a text and make inferences from key statements</li> <li>• compare and contrast different types of text</li> <li>• gather, link and use information from different sources and use this for different purposes.</li> </ul> <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...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Understanding, analysing and evaluating</b></p> <p>– investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p> <p><b>SPL says:</b> the more poems the children read and explore, the more confident they will become in delving into them to consider what makes them tick, drawing on previous examples and experience to generate questions (and answers) of their own; the less they do this, the more likely they are to find it challenging and even daunting.</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><b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></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><b>LIT 1-07a</b></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><b>LIT 2-07a</b></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><b>LIT 3-07a</b></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><b>LIT 4-07a</b></p>
		<p>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</p> <p><b>LIT 1-08a</b></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><b>LIT 2-08a</b></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><b>LIT 3-08a</b></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><b>LIT 4-08a</b></p>



## Listening and talking...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Creating texts</b></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><b>SPL says:</b> These outcomes would apply where pupils are planning and developing oral presentations and performances of poems, alone, in pairs or in groups.</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 0-09a</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>LIT 0-09b / LIT 0-31a</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>LIT 1-09a</p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> <li>• share information, experiences and opinions</li> <li>• explain processes and ideas</li> <li>• identify issues raised and summarise main points or findings</li> <li>• clarify points by asking questions or by asking others to say more.</li> </ul> <p>LIT 2-09a</p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> <li>• communicate information, ideas or opinions</li> <li>• explain processes, concepts or ideas</li> <li>• identify issues raised, summarise findings or draw conclusions.</li> </ul> <p>LIT 3-09a</p>	<p><i>When listening and talking with others for different purposes, I can:</i></p> <ul style="list-style-type: none"> <li>• communicate detailed information, ideas or opinions</li> <li>• explain processes, concepts or ideas with some relevant supporting detail</li> <li>• sum up ideas, issues, findings or conclusions.</li> </ul> <p>LIT 4-09a</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>LIT 0-10a</p>	<p><i>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources<sup>4</sup> as required.</i></p> <p>LIT 1-10a</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>LIT 2-10a / LIT 3-10a</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>LIT 4-10a</p>	

<sup>4</sup> This may include images, objects, audio, visual or digital resources.





## Reading...through poetry

	Early	First	Second	Third	Fourth
<p><b>Enjoyment and choice</b></p> <p>– within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p> <p><i>SPL says:</i> How many of our pupils have a repertoire of favourite poets, poems or anthologies that they could discuss or share with others? How often do we encourage them to read poems in addition to novels and factual reading? Do they know where to go to find out more about poets and poems they like? Is there room for improvement in our poetry practice? Could we be broadening our pupils’ poetry horizons a bit further?</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a</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 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> LIT 1-11a / LIT 2-11a</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> LIT 3-11a</p> <p><i>I can identify sources<sup>5</sup> to develop the range of my reading.</i> LIT 3-11a</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> LIT 4-11a</p> <p><i>I can independently identify sources to develop the range of my reading.</i> LIT 4-11a</p>	

<sup>5</sup> 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.



## Reading...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Tools for reading</b></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>SPL says:</i> Poetry can be the ideal place to find complexity, challenge, unfamiliar structures and vocabulary, but a lot of fun can be had working out these puzzles and exploring and enjoying their possibilities. The more exposure pupils have to such texts, through creative and engaging approaches, the less daunting the tackling of them will become.</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>



## Reading...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Finding and using information</b></p> <p>– when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary</p> <p><b>SPL says:</b> There is plenty of 'reading detective' work to be done with poetic texts, and children can enjoy the challenge of having to look and think in different ways to discover information, drawing on their increasing knowledge and experience of poetry.</p> <p><b>SPL says:</b> As pupils investigate poems, they can make notes and gather ideas under particular headings to help them clarify such matters as content, ideas, techniques, new vocabulary. These notes can then inform their own subsequent writings.</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...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Understanding, analysing and evaluating</b></p> <p>– investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p> <p><b>SPL says:</b> Poetry provides the ideal material for the ‘reading detective’, and pupils should be able to cover these outcomes in the context of poetry as readily as they can with fiction and factual texts.</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><b>LIT 0-07a / LIT 0-16a / ENG 0-17a</b></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><b>LIT 1-16a</b></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><b>LIT 2-16a</b></p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> <li>• identify and consider the purpose, main concerns or concepts and use supporting detail</li> <li>• make inferences from key statements</li> <li>• identify and discuss similarities and differences between different types of text.</li> </ul> <p><b>LIT 3-16a</b></p>	<p>To show my understanding across different areas of learning, I can:</p> <ul style="list-style-type: none"> <li>• clearly state the purpose, main concerns, concepts or arguments and use supporting detail</li> <li>• make inferences from key statements and state these accurately in my own words</li> <li>• compare and contrast different types of text.</li> </ul> <p><b>LIT 4-16a</b></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><b>ENG 1-17a</b></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><b>ENG 2-17a</b></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><b>ENG 3-17a</b></p>	<p>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.</p> <p><b>ENG 4-17a</b></p>



## Reading...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Understanding, analysing and evaluating (continued)</b></p> <p><i>SPL says:</i> Although many of these statements may seem directed towards fiction, they apply just as well to poetic texts.</p>		<p>To help me develop an informed view, I can recognise the difference between fact and opinion.</p> <p><b>LIT 1-18a</b></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><b>LIT 2-18a</b></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><b>LIT 3-18a</b></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.</p> <p><b>LIT 4-18a</b></p>
	<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</p> <p><b>LIT 0-19a</b></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><b>ENG 1-19a</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>discuss structure, characterisation and/or setting</li> <li>recognise the relevance of the writer's theme and how this relates to my own and others' experiences</li> <li>discuss the writer's style and other features appropriate to genre.</li> </ul> <p><b>ENG 2-19a</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>discuss and evaluate the structure, characterisation and/or setting using some supporting evidence</li> <li>identify the main theme of the text and recognise the relevance this has to my own and others' experiences</li> <li>identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence.</li> </ul> <p><b>ENG 3-19a</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>discuss and evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence</li> <li>identify how the writer's main theme or central concerns are revealed and can recognise how they relate to my own and others' experiences</li> <li>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.</li> </ul> <p><b>ENG 4-19a</b></p>



## Writing...through poetry

	Early	First	Second	Third	Fourth
<p><b>Enjoyment and choice</b></p> <p>- within a motivating and challenging environment, developing an awareness of the relevance of texts in my life</p> <p><b>SPL says:</b> How many times a year does poetry provide the context for the fulfilment of the statements listed here? Poems are often shorter texts and therefore more readily reflected upon and honed by pupils as they consider how well they are meeting the needs of their audience.</p>	<p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i></p> <p>LIT 0-01a / LIT 0-11a / LIT 0-20a</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>LIT 1-20a / LIT 2-20a</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>LIT 3-20a / LIT 4-20a</p>		



## Writing...through poetry (continued)

	Early	First	Second	Third	Fourth	
<p><b>Tools for writing</b></p> <p>– using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning</p> <p><b>SPL says:</b> Poems are often shorter texts and therefore more readily reflected upon and honed by pupils as they consider how well they are meeting the needs of their audience.</p> <p><b>SPL says:</b> Once again, the exploration of the ways in which sounds letters and words work together need not be kept from older children – this is at the heart of poetry!</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><b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></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><b>LIT 1-21a</b></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><b>LIT 2-21a</b></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><b>LIT 3-21a</b></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><b>LIT 4-21a</b></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><b>LIT 0-21b</b></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><b>LIT 1-22a</b></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><b>LIT 2-22a</b></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><b>LIT 3-22a / LIT 4-22a</b></p>		
			<p><i>Throughout the writing process, I can check that my writing makes sense.</i></p> <p><b>LIT 1-23a</b></p>	<p><i>Throughout the writing process, I can check that my writing makes sense and meets its purpose.</i></p> <p><b>LIT 2-23a</b></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><b>LIT 3-23a</b></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><b>LIT 4-23a</b></p>



## Writing...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Tools for writing (continued)</b></p> <p><b>SPL says:</b> The written/visual presentation of poetry lends itself to creative exploration in a variety of forms and media.</p>		<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...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Organising and using information</b></p> <p>– considering texts to help create short and extended texts for different purposes</p> <p><b>SPL says:</b> Note-making and annotation can help in the exploration of a poem, and that poem can then form the template for a new piece of writing by the pupil. Preparation for poetry writing will often involve gathering words and phrases together, perhaps in lists, and then pupils selecting their preferred items and arranging them in the best sequence to convey the strongest message, image, emotion or idea.</p>		<p>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.</p> <p>LIT 1-25a</p>	<p>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.</p> <p>I recognise the need to acknowledge my sources and can do this appropriately.</p> <p>LIT 2-25a</p>	<p>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.</p> <p>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.</p> <p>LIT 3-25a</p>	<p>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.</p> <p>I can make appropriate and responsible use of sources and acknowledge these appropriately.</p> <p>LIT 4-25a</p>
	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</p> <p>LIT 0-26a</p>	<p>By considering the type of text I am creating,<sup>6</sup> 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.</p> <p>LIT 1-26a</p>	<p>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.</p> <p>LIT 2-26a</p>	<p>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.</p> <p>LIT 3-26a / LIT 4-26a</p>	

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



## Writing...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Creating texts</b></p> <p>– applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p> <p><b>SPL says:</b> Pupils can apply the poetic and stylistic techniques they have already identified through reading, discussion and annotation to their own writing, and compare the results or consider the effectiveness against the criteria they have identified for themselves.</p>			<p>I am learning to use language and style in a way which engages and/or influences my reader.</p> <p><b>ENG 2-27a</b></p>	<p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre.</p> <p><b>ENG 3-27a / ENG 4-27a</b></p>	
		<p><i>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</i></p> <p><b>LIT 1-28a / LIT 1-29a</b></p>	<p><i>I can convey information, describe events, explain processes or combine ideas in different ways.</i></p> <p><b>LIT 2-28a</b></p>	<p><i>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</i></p> <p><b>LIT 3-28a</b></p>	<p><i>I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.</i></p> <p><b>LIT 4-28a</b></p>
			<p><i>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</i></p> <p><b>LIT 2-29a</b></p>	<p><i>I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence.</i></p> <p><b>LIT 3-29a</b></p>	<p><i>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.</i></p> <p><b>LIT 4-29a</b></p>



## Writing...through poetry (continued)

	Early	First	Second	Third	Fourth
<p><b>Creating texts (continued)</b></p> <p><b>SPL says:</b> although these outcomes largely apply to fiction, they are also applicable to the writing of poetry. Some non-specialist teachers may need additional support to be aware of the many possibilities for form, style, tone and convention in the poetic realm.</p> <p>Download the SPL resource 'A Glossary of Poetic Forms and Terms' from the teachers' section of the SPL web site for further support.</p>		<p>I can describe and share my experiences and how they made me feel.</p> <p><b>ENG 1-30a</b></p>	<p>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.</p> <p><b>ENG 2-30a</b></p>	<p>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.</p> <p><b>ENG 3-30a</b></p>	<p>I can create a convincing impression of my personal experience and reflect on my response to the changing circumstances to engage my reader.</p> <p><b>ENG 4-30a</b></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><b>LIT 0-09b / LIT 0-31a</b></p>	<p>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.</p> <p><b>ENG 1-31a</b></p>	<p>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.</p> <p><b>ENG 2-31a</b></p>	<p>Having explored the elements which writers use, I can create texts in different genres by:</p> <ul style="list-style-type: none"> <li>integrating the conventions of my chosen genre successfully and/or</li> <li>using convincing and appropriate structures and/or</li> <li>creating interesting and convincing characters and/or</li> <li>building convincing settings which come to life.</li> </ul> <p><b>ENG 3-31a</b></p>	<p>Having explored and experimented with the narrative structures which writers use to create texts in different genres, I can:</p> <ul style="list-style-type: none"> <li>use the conventions of my chosen genre successfully and/or</li> <li>create an appropriate mood or atmosphere and/or</li> <li>create convincing relationships, actions and dialogue for my characters.</li> </ul> <p><b>ENG 4-31a</b></p>