

Imaginative/Personal: Poem

	EARLY (Developing)	EARLY (Consolidating)	EARLY (Secure)	FIRST (Developing)	FIRST (Consolidating)	FIRST (Secure)	SECOND (Developing)	SECOND (Consolidating)	SECOND (Secure)
Enjoyment and choice	I am learning to make marks and use words on a factual subject during play and learning experiences.			I am learning to choose when it is appropriate to use subject specific vocabulary.			I can use terms and phrases specific to the topic of my poem with increasing confidence.		
				I am learning to use specific vocabulary to engage the reader in my poetry.			I can choose specific language to engage the reader in my poetry.		
	I am learning to include photographs and pictures with my poetry.			I am learning to use some of the conventions of layout for the genre.			I can use the conventions of layout of poetry with increasing confidence.		
	I am beginning to understand and participate in role-play surrounding a poem.								
Organising and using information Creating texts	I can participate in a discussion about the subject of my poem.	I can say and understand a sentence which conveys a piece of information relevant to my poem.	I can write at least two lines about the subject of my poem.	I can write several lines about the subject of my poem.	I can include at least one verse or section break where appropriate in my poetry.		I can include more than one verse or section break in my poetry, where appropriate.	I can include several verses or sections in my poetry where appropriate.	I can use verses and sections accurately to separate ideas or events in my poetry where appropriate.
		I am beginning to use words to create a word picture appropriate to the subject of my poem.		I can use words to create a word picture with at least two relevant details.	I am beginning to choose and group words and expressions to create word pictures or images.		I can use some simple poetic techniques to communicate ideas effectively through word pictures, expression and images, etc.	I am beginning choose the shape and structure of my poem to suit mu purpose in my poem.	I can use some conventions of poetic shape and structure to suit the purpose of my poem.
				I can use simple joining words.	I can use a variety of joining words.	I can use joining words consistently.	I can use a variety of joining words effectively.		
						I am beginning to vary the structure of my poem, e.g. by adjusting the line lengths or organising my poem into sections/verses..	I can vary some of the structure/form of my poem as required.	I can use some conventions of poetry form and layout to support the meaning of the poem.	
					I can include an appropriate title in my poem if required.	I can include a suitable introduction and closing statement or rounding off.			
							I can adjust the style and tone of my poetry as appropriate to inform and engage the reader/audience.		
			I can include one relevant detail in my poem.	I can write at least two relevant details which are linked in my poetry.	I can include sufficient relevant and linked details in my poetry to communicate the main idea of the poem.	I can include all of the important information in my poetry to convey clearly the main idea and supporting details.		I can create a piece of poetry whose theme is effectively developed and elaborated with details where necessary.	
		I can make the main idea of my poem clear.		I can include at least one detail to establish the context or set of circumstances of poem.	I can successfully include details to establish the context, sentiment or set of circumstances of my poetry.	I can include supporting details that are important to the reader's understanding of my poem.			
				I can select at least two key points and organise these logically.	I can organise details in my poetry in a logical way to show the central idea.		I can organise the information clearly to describe a number of linked actions or events or develop a central idea or topic.		
						I am beginning to convey information to persuade the reader.	I can convey information to share my opinion/persuade the reader.	I can convey information to persuade, argue, and explore issues etc in order to influence my reader.	
				I am beginning to use language to convey a simple personal preference or response.			I can use language to help the reader to understand how I felt or acted as I did.		
	Tools for writing	I can show some control in mark making.	I can produce some recognisable letters of the alphabet.	I can form most upper and lower case letters correctly.					
		I am beginning to make a phonetic attempt to spell key words relevant to my poetry.	I can make a phonetic attempt to spell key words relevant to my poetry.	I can use spelling patterns and rules to make an attempt at spelling unfamiliar words.	I can use spelling patterns and rules to spell unfamiliar words.				
I can copy key words relevant to my poetry.		I can write simple common words that I have learned.	I can accurately spell words I have learned.	I can use a dictionary to spell unfamiliar words.					
						I am learning to use a thesaurus where appropriate.	I can use a thesaurus where appropriate.	I can use a thesaurus to support my choice of language.	
		I know that English is read from left to right and top to bottom.							
			I am beginning to use capital letters and full stops.	I can begin my poem with a capital letter and end with a full stop.	I can use a capital letter or full stop to correctly mark more than one sentence in my poetry, if appropriate.	I can use capital letters and full stops to mark sentences consistently, if appropriate to my poetry.	I can use punctuation in a way which supports the structure and meaning of my poem.		
						I am beginning to use commas, question marks and bullet points where and if appropriate to my poetry.	I can use commas, question marks and bullet points where appropriate in my poetry.	I can use semi-colon and colon if appropriate in my poetry.	I can use a variety of punctuation including semi colon and colon to support the structure and meaning of my poetry if appropriate.
Please note: 1) Teachers should be alert to occasions where a writer has deliberately used irregular spelling or punctuation for effect. 2) Any punctuation the writer uses should support the sound of the poem.									