

LPF Writing Exemplar

Sarah's Secret (Student 1)

Task Description

Students imagined that they were Sarah in the story 'Sarah's Secret' and wrote a letter to Grandma. Students had to tell Grandma about the 'tiger' under Sarah's bed and what Sarah and Mum had done to get ready for Grandma's visit.

Preparation

Before writing the letter, students read the story 'Sarah's Secret' which is about the 'tiger' under her bed. The following guidelines were given to help students generate ideas for their writing:

In the letter, you can tell Grandma:

- about the tiger under your bed; and
- what Mum and you have done to get ready for Grandma's visit.

Learning Outcomes: ATM3

Content	Organisation	Language and Style
<p>ATM3 Writing short texts to convey simple information, ideas and personal experiences on familiar topics</p>	<p>ATM3 Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas</p>	<p>ATM3 Using simple language forms and functions, and simple formats quite appropriately and accurately</p>
<p>The student can</p> <ul style="list-style-type: none"> • write a short letter to share with Grandma Sarah’s personal experiences about having a ‘tiger’ under her bed and how her family prepared for Grandma’s visit by moving her bed • express Sarah’s sad feelings when her brother did not believe her and her fear when the bed was moved 	<p>The student can</p> <ul style="list-style-type: none"> • establish links using some simple cohesive devices, e.g. the connective ‘But’ to link contrasting ideas, ‘then’ to show sequence • arrange relevant ideas chronologically to show a generally clear focus, e.g. in the first part of the writing, the focus is on expressing Sarah’s feeling about having a ‘tiger’ under her bed; in the second part, the focus is on what Sarah’s family did to prepare for Grandma’s visit and what she found out after moving the bed 	<p>The student can</p> <ul style="list-style-type: none"> • use a small range of simple vocabulary with some accuracy in her letter, e.g. ‘sad’, ‘believe (believe)’, ‘afried (afraid)’, ‘lost’ • use simple present tense and simple past tense, e.g. ‘I want to see you again.’, ‘Under my bed, there was a wonderful tiger.’ • use a small range of adjectives to describe things and feelings, e.g. ‘a wonderful tiger’, ‘I was sad.’, ‘I was afried (afraid).’ • use appropriate salutation and closing, e.g. ‘How are you?’, ‘Yours,’ • use common punctuation marks quite accurately, e.g. commas, full-stops, question marks

Full text

Dear Grandma,

How are you? I want to see you again.

Under my bed, there was a wonderful tiger. But Jamie doesn't believe me. I was sad.

After school, you go and stay in my home, they moved my bed. I was afraid, and then I ask my mother, "Did you see my tiger?" But the tiger was lost. Under the bed, there was socks, toys and notes from school.

Yours,

Sarah