

LPF Writing Exemplar

Goldilocks and the Three Bears

Task Description

Based on the story 'Goldilocks and the Three Bears', students created a new story about the relationship between Goldilocks and the Bears with illustrations of the setting, plot and characters.

Preparation

Before creating the new story, students read the story 'Goldilocks and the Three Bears' and were taught the setting, characters and plot. Then, they were encouraged to create their own new story with a new setting, plot and characters.

Learning Outcomes: ATMs3-4

Content	Organisation	Language and Style
<p>ATM3 Writing short texts to convey simple information, ideas and personal experiences on familiar topics</p>	<p>ATM4 Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas</p>	<p>ATM4 Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types</p>
<p>The student can</p> <ul style="list-style-type: none"> • write creatively a short and simple story based on ‘Goldilocks and the Three Bears’, with a different plot and ending from the original story, e.g. the little Baby Bear had a little dog, Bobby, as pet, and they both liked Goldilocks, who became their friend at the end of the story 	<p>The student can</p> <ul style="list-style-type: none"> • establish links using a small range of simple cohesive devices, e.g. the connectives ‘and’ and ‘too’ to link ideas in ‘I like your (my) new chair much and the porridge is tasty too!’, ‘when’ to express time in ‘When the mother and the father came home ...(they) saw Goldilocks, Bobby and little baby bear were playing happily.’ • arrange ideas chronologically to show a generally clear focus, e.g. in the first part, the focus is setting the scene and introducing the characters and in the second part, the focus is on how they made friends • structure the story using paragraphs, including a beginning with brief descriptions of the setting and characters and an appropriate ending 	<p>The student can</p> <ul style="list-style-type: none"> • use a small range of vocabulary and word collocations quite appropriately, e.g. ‘hugged’, ‘enjoyed’, ‘play with each other’, ‘came home from work’, ‘knocked on’, and spell most words correctly • use a range of adjectives to describe things and feelings, e.g. ‘...the porridge is tasty too!’, ‘They were so surprised...’ • show an awareness of using some stylistic features in the story including formulaic expressions to begin a story, e.g. ‘Once upon a time,’, dialogues to create interest, e.g. “Are you goldilocks (Goldilocks)? I would like to play with you...”, and simple past tense in writing the story, e.g., ‘The dog ran out and hugged Goldilocks.’ • use common punctuation marks accurately, e.g. commas, full-stops, exclamation marks, open and close quotation marks

Full text

13th October, 05

Once upon a time, there lived the Bear family and a little dog, Bobby. Their house was near the river side.

One day, Goldilocks came to the house of the Bears family. She knocked on the door. Baby bear opened the door and looked at her. "Are you Goldilocks? I like to play with you. I like ~~your~~ ^{my} new chair much and the porridge is tasty too," said baby bear. "Thank you very much. This little dog is Bobby, he is my little pet." The dog ran out and hugged Goldilocks. Bobby liked her very much. They



liked to play with each other. Baby bear enjoyed the games too.

What a lovely story!!

Well written and illustrated.

When the mother and the father came home from work. They saw Goldilocks and little baby bear ^{were} playing happily. They were so surprised, they became friends.

The End

