



A Planning Sequence for Goldilocks using three different versions



Literary Theme: A twist in the tale
Mixed Age Theme: Creation & conservation

Recommended Age: Y2

Text(s): Goldilocks and the Three Bears by Lauren Child, Me and You by Anthony Browne and Goldilocks and Just the One Bear' by Leigh Hodgkinson

Duration: 3 weeks, 15 sessions

Outcomes: Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions
Main outcome: Sequel story

Overview and outcomes: In this three-week planning sequence, children use three different versions of Goldilocks for three different, but connected writing outcomes. Children initially familiarise themselves with the traditional version of the tale, using Lauren Child's version and identify the elements of a traditional tale whilst identifying adjectives to describe the character of goldilocks that they then use to create a 'Wanted' poster that will be displayed around school. In the next part, children explore the text of Me and You by Anthony Browne where pictures are used to provide a context for why Goldilocks appears at the three bears' house. This is a more sympathetic view and the children are asked as an outcome to tell the story from her perspective. In the final part, children write a sequel to the original story, where Goldilocks and the bears meet many years later and they role play and imagine conversations and then look at a published sequel called Goldilocks and Just the One Bear by Leigh Hodgkinson.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing common suffixes
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1)
- Read other words of more than one syllable that contain taught GPCs (Y1)

Writing Transcription (Spelling and Handwriting)

Add prefixes and suffixes:

- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (Y1)
- Learning to spell common exception words

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences (Y1)
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done
- Answering and asking questions

Vocabulary, Grammar & Punctuation

- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use expanded noun phrases to describe and specify [for example, the blue butterfly]
- Correct choice and consistent use of present tense and past tense throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

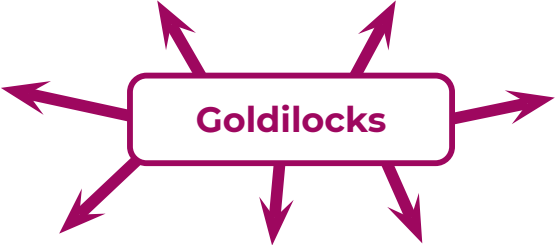

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils

Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>1) To identify and sort appropriate describing words</p> <p>To use the spelling rule for adding -s or -es as the plural marker for nouns</p>	<p>I can ask simple questions</p> <p>I know what a noun and an adjective is</p> <p>I know to put an 's' or an 'es' at the end if there is more than one</p>	<p>Children arrive on the first day to find three bowls of porridge. One of which is eaten and two with mouthfuls taken. The question 'who has been here?' is posed. Use talking partners to discuss what the clues may tell them and see if they can draw out from stories that it would be Goldilocks.</p> <p>Teacher-in-role: Have a TA dressed up as a police officer coming into class or teacher-in-role. Tell the children that something serious has happened and that there is a wanted person on the loose for breaking and entering the three bears house. Tell the class that you will need help in creating wanted posters to put up around the school but first we have to make sure the description is accurate by using adjectives. Display a variety of pictures where Goldilocks is portrayed taken from various books. What do we know about her?</p>  <p>Model creating a character splat where the picture of Goldilocks is displayed in the middle and the adjectives come out of her.</p>	<p>Character splat</p>	<p>Children independently fill in a character splat with use of a word bank if needed. This could be placed on adjective grammar splat if teacher wanted to share that with children.</p> 	<p>As a class sort the adjectives into words that describe Goldilocks as a good character and bad character. What is the evidence? Discuss and explore through her actions. Ask children who are familiar with the story to retell story. How many bears? What tells us there is more than one? Which animals are pluralised by adding -s on and what ones are pluralised adding es? Explore and make lists.</p>
<p>2) To use adjectives within a sentence to describe a character</p>	<p>I can use adjectives to describe a character</p> <p>I can use 'because'</p>	<p>Recap on the words collected and used in yesterday's session to describe Goldilocks. Read Lauren Child's <i>Goldilocks and the Three Bears</i> up to 'and fell soundly asleep' (the scene before the bears arrived). Do you still agree with adjectives from yesterday? Can you add? Why do the words suit her? Model finding evidence from the text, e.g. Goldilocks is selfish because....</p>	<p>Words for word bank and splat</p>	<p>Children write these sentences in their books. Have word banks on table with adjectives available.</p>	<p>Pick out the most powerful adjectives. Explain to children that you are better having one powerful adjective, rather than three weak ones (try to get away from 'listing' adjectives).</p>

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<p>3) To identify the actions that create the adjectives</p> <p>To identify a statement</p>	<p>I can identify actions that create adjectives</p> <p>I can make a statement</p>	<p>Return to the story and recap on the story so far. List the key events. Shared reading. Read then to the end. Look back at the adjectives listed and pick one at a time, using talk partners to ask children what did Goldilocks do to deserve each one. Remind the children that they need to create 'Wanted' posters for the police.</p> <p><i>WANTED greedy Goldilocks for eating the bear's porridge!</i></p> <p>Shared writing: Model writing a wanted poster. Children to use one of their adjectives immediately and then back up with an action from the book.</p>	Wanted poster pro forma	Children to create their own wanted posters using yesterday's adjectives as a word bank	<p>What did you find hard about your writing?</p> <p>Discuss strategies for when we are stuck on a word or a sentence and how we should always attempt to spell, even if we don't know how to.</p>
4) To sequence events within a story	I can put events in order	<p>Ask children if they know what type of story that Goldilocks is? If they don't identify, tell them it is traditional story or fairy tale and these stories have been know for years, that is why there are so many versions. Can they name any other traditional stories? Look at a selection. Then look at muddled up pictures from the story on a washing line or an IWB. After this read Lauren Child's story in its entirety again. Look at the muddled up pictures again. Model putting the first two events in order.</p>	Pictures from the text	Independently sort pictures into correct order stressing the beginning, middle and end of the story. Give children amount of pictures according to ability.	<p>Discuss order and compare with other traditional tales, do similar events occur? How can we compare them?</p>
5) To write up a story, using different ways to open sentences	<p>I can retell a known story</p> <p>I can start my sentences in different ways</p>	<p>Shared writing: Model writing the story of <i>Goldilocks and the Three Bears</i> using some fairy tale sentence starters.</p> <p><i>Once upon a time... But that day... Then... Last of all... At last... Meanwhile... But before anyone could say a word...</i></p> <p>Use pictures to signify each stage 1. Goldilocks' arrival, 2. The porridge scene 3. The chair scene 4. The bed scene 5. Bears return home.</p>	Pictures as yesterday	Children to write independently using word bank and sentence starters to support structure.	Give children time to share versions. Identify where they have used different sentence starters.

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6) To look at events from another point of view	<p>I can write in role</p> <p>I can empathise with a character</p>	<p>Teacher-in-role: Tell children there is another visitor coming into the school. Teacher/ TA/confident Y6 child to go into role this time as Goldilocks, enter classroom looking sad with one of the Wanted Posters. Sit down and say that you think that you might be in trouble because you noticed these posters around school. Ask the children if they know anything about them, why have they been put up? But you didn't do anything wrong! Can the children tell you what you have done? Explain that you were hungry and you didn't mean to break the chair and the bed. Look shocked and apologise to the children and ask them what you could do to say sorry to the bears?</p> <p>Shared writing: What could you say in an apology letter? What could you promise to do (e.g. come and cook breakfast, help mend the chairs, help the bears with the cleaning etc.). Explain that the children need to help because you are not a very neat writer!</p>	Letter paper and envelopes	<p>Children to write the letter of apology to the three bears as Goldilocks identifying all the problems and what she could do to make amends.</p> <p>Have letter writing starters on tables.</p> <p><i>I would like to write to...</i></p> <p><i>Please let me explain about...</i></p> <p><i>I'm sorry for....</i></p> <p><i>If you would accept my apology, then...</i></p>	Use peer editing to identify where capital letters and full stops have been used correctly
7) To work in role in small groups	<p>I can work with a group</p> <p>I can take it in turns to speak</p>	<p>Explain to the children that Goldilocks sent one of the sorry letters to the Three Bears and the 3 Bears want to meet with Goldilocks, they are still feeling a little bit cross but you think that they will forgive her because her sorry letter was so good.</p> <p>Ask the children to work in small groups and give them roles of the 3 bears and Goldilocks. Children to role play that the three bears have read the sorry letter and asked Goldilocks to come to their house for a chat. What might they say to each other?</p>	Sentence starters on table	Have pictures from the role-play or from the book with speech bubbles coming out of characters' mouths. Children to write in what each character said to each other.	Discuss how there are two sides to every story. Often we only hear a story from one character's point of view. What other stories do we know where we hear both sides of the story?

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8) To compare two versions of the same story	I can use <i>but</i> in a sentence to compare and contrast	Recap with class what kind of book Goldilocks is (Traditional tale/fairy tale). Tell them the version we read by Lauren Child is just one version - there are many versions out there with different points of view. Show them <i>Me and You</i> by Anthony Browne, tell them some versions do not share the same title. Show them the book and ask questions that encourage them to compare about setting and characters and discuss how different it is to the other version. Model writing a sentence which compares the two versions using 'but' in the middle, e.g. In the first book the three bears lived in the country but in <i>Me and You</i> they lived in the city.	<i>Me and You</i> by Anthony Browne	Children to write their own compare and contrast sentences for the two texts on the table using 'but' as a conjunction to bridge two clauses.	Draw up a comparison grid between two books for setting, bears, and Goldilocks – what is the same and what is different?
9) To identify how a character's feelings change as a story moves on	I can write in role I can talk about the feelings a character will experience	Read <i>Me and You</i> again. Focus on how Goldilocks is portrayed despite there being no words for that side of the story. Identify how Goldilocks' emotions change through the story. Use an emotions graph as a class to identify that her feelings went up and down according to how the story went on. Have just the Goldilocks pictures available (left hand side of book) and ask children to use them to retell the story in pairs pretending they are Goldilocks.	Illustrations from <i>Me and You</i>	Children to start writing the story from her point of view. Give them sentence starters and write the story up to Goldilocks eating the porridge. <i>It all started when..... But then I.... Suddenly.... So..... After a while...</i>	Look at sentence starters, collect and put onto working wall. Make a teaching point about how whole phrases are sometimes better than one word!
10) To continue writing a simple story based on pictures	I can edit my work for improvement	Look at some of the stories so far. Evaluate what is good about them so far. Model editing for punctuation and using different ways to start stories to make our writing varied. Model adding to your version from yesterday.		Children to continue, redrafting and editing where possible, according to marking and guided work.	Share different parts from people whilst showing the picture they used to inspire them.

Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
11) To work collaboratively to create plans.	I can role-play a conversation between two characters	Discuss the events of the story we know. Discuss the meaning of the word <i>sequel</i> . Give the example of Madagascar and Toy Story. Can we imagine several years have passed. What has happened to Goldilocks? To the three bears? Goldilocks and Baby Bear are adults. What kind of lives do they live? Where would they live and what would they be like? Imagine if they met. Role-play in pairs. What conversations would they have?	Large pieces of sugar paper and pens	Ask children to work in groups with one person as scribe to come up with ideas on large pieces of sugar paper - what conversation could have taken place? Where could they be living? Would they all have jobs? Would Goldilocks be more sensible now?	Ask groups to share their sequels with the class. Encourage children to discuss how they came up with their ideas.
12) To use plans to create a story	I can use my notes to create a story	Discuss the stories imagined by the groups the day before. Read <i>Goldilocks and Just the One Bear</i> and use talking partners to discuss whether anyone had similar stories from the notes yesterday. Model beginning to write your story of Goldilocks and Little Bear meeting. Use a similar structure. <i>There was once a..., and there was once...But like everybody, they had to grow up..., Now..., One day..., To her/his surprise....</i>		Children to use the ideas and notes from yesterday as well as the model from the teacher to create their own idea for a sequel.	Look at the variety of sentence starters used. Do they make sense?
13, 14 & 15) To write up, edit and publish a sequel	I can edit my work for improvement	Use the final sessions to write up and edit, publish into a book that will be displayed alongside the other three books and any other versions of Goldilocks that they found. Allow time in the week to share versions of other traditional tales ensuring children are aware of the stories of the original versions first.		Children to continue writing with marking, support and guidance from guided work sessions. Allow time for children to read their own creations and share with class.	Plenary on last day is to look at the character splot of Goldilocks again from the first day and see if you still agree with it and what adjectives you would add. If you would want to carry the project on longer, then the children could plan their own strange break-ins /visits someone else's house. The character could be called 'Ravenhair'

Glossary

Working Wall – An ongoing display inside the classroom, where the process of writing is demonstrated through the addition of examples of writing and visuals, to be referenced by both teachers (during the modelling process) and children (during the writing process). This often reflects the different parts of the planning sequence.

Grammar Splat – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

Character Splat – Show an image of a character from a text and ask children to identify adjectives or other descriptive vocabulary (from the text or from inferences) that could describe them. Record these around the character's image.

Talking Partners – usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

Independent Writing – Children write with a greater degree of independence, although they may still use resources such as the working wall, vocabulary prompts or writing scaffolds to support where necessary.

Editing and Improving and Publishing – Use response partners to develop revising and checking. Show examples to the whole class so that children can talk about their writing, e.g. using visualiser. Pupils mark in a colour where they have used a feature and comment on success of writing. Decide how writing will be published.

Teacher-in-Role – Teacher takes on a role from the text.

Writing-in-Role – Whilst in role, teacher models writing as a character from the text.

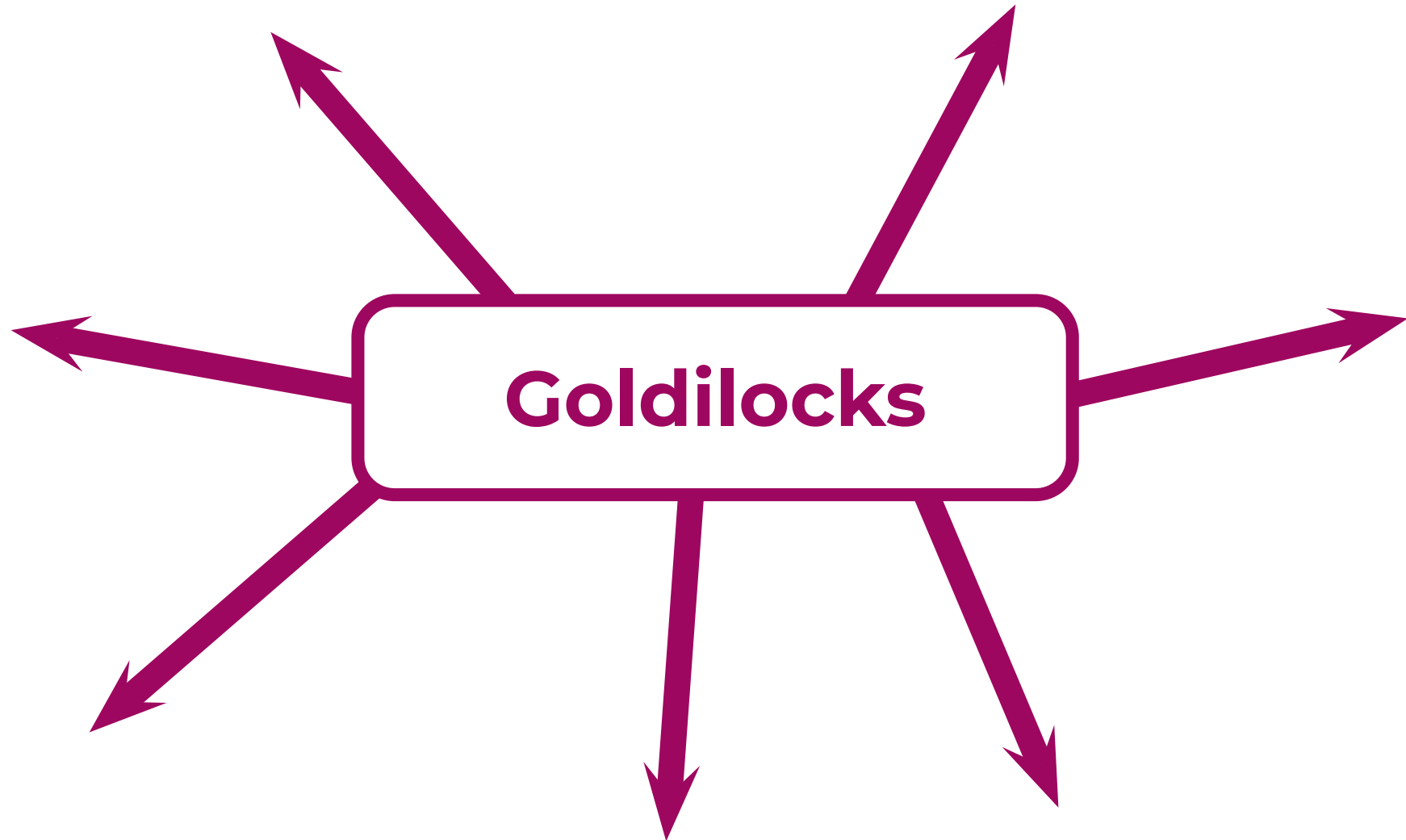
Shared Writing (may refer to):

Modelled Writing – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

Teacher as Scribe – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

Supported Writing – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.

Character splat



Grammar splat

