NEED TO KNOW

OUTCOMES
- To retell the story of Goldilocks and the Three Bears.

LEARNING FOCUS
- To sequence images to form short narratives
- To reread written work to check that it makes sense
- To use regular plural noun suffixes ‘–s’ or ‘–es’ (e.g. dog, dogs; wish, wishes)
- To know how words can combine to make sentences
- To leave spaces between words.

WRITER’S KIT RESOURCES
- Individual whiteboards and pens
- A demonstration board and pen
- Writing journals and pencils
- High frequency word mats
- An audio recording device
- Glue
- Paper clip (to mark fingerspaces)
- A box of props that represents the story of Goldilocks and the Three Bears
- Audio version of Goldilocks and the Three Bears
- PCM 1: Goldilocks and the Three Bears
- PCM 2: Sequencing the story
- PCM 3: Combining words to make sentences
- PCM 4: Goldilocks and the Three Bears

OUTCOMES
- To retell the story of Goldilocks and the Three Bears.
Goldilocks and the Three Bears

**TALK ABOUT IT**
Discuss the story of Goldilocks and the Three Bears as a group.

Ask:
1. **Who** is the main character?
2. **Where** is the story set?
3. **What** happens?
4. **How** does the story end?
5. **Why** are the bears cross?

Take feedback.

*(Children could discuss answers in pairs first).*

Using PCM 2 put the pictures in order as a group.

Model saying a sentence for each picture.

<table>
<thead>
<tr>
<th>TALK ABOUT IT</th>
<th>GET DOWN TO IT</th>
<th>SHARE IT</th>
<th>ASSESS IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the story of Goldilocks and the Three Bears as a group.</td>
<td>Provide children with PCM 2, writing journals and glue.</td>
<td>Ask the children to use the pictures to retell the story of Goldilocks and the Three Bears to their writing partner.</td>
<td>Ask the children to assess themselves using a thumbs up if they can sequence the pictures to tell the story.</td>
</tr>
<tr>
<td>Ask: 1. <strong>Who</strong> is the main character? 2. <strong>Where</strong> is the story set? 3. <strong>What</strong> happens? 4. <strong>How</strong> does the story end? 5. <strong>Why</strong> are the bears cross? Take feedback. <em>(Children could discuss answers in pairs first).</em> Using PCM 2 put the pictures in order as a group. Model saying a sentence for each picture.</td>
<td>Challenge children to put the pictures from the story of Goldilocks in the correct order. Once the children are happy with the order they can glue the pictures into their journal vertically down the page. Ask the children to write the date and title: ‘Goldilocks and the Three Bears’. Challenge children to work with a partner and say a sentence aloud for each picture.</td>
<td>Ask: Can your partner say sentences to form a story?</td>
<td>Ask the children to assess themselves using a thumbs up if they can sequence the pictures to tell the story.</td>
</tr>
<tr>
<td>Children are familiar with the story.</td>
<td>Children are able to order the pictures correctly to retell the story of Goldilocks and the Three Bears.</td>
<td>Children are supportive of their writing partner.</td>
<td>Children show how confident they feel using thumbs up, down or in the middle.</td>
</tr>
<tr>
<td>Children are able to discuss the story and answer key questions.</td>
<td>Children are able to sequence images but are not yet secure.</td>
<td>Children are able to listen to their partner and determine if the sentences are in order to form the story.</td>
<td></td>
</tr>
<tr>
<td>Children identify: 1. Goldilocks 2. The woods / the bears’ house 3. Goldilocks goes in the house and eats the porridge, breaks the chair and sleeps in the bed 4. The bears find Goldilocks 5. Goldilocks is in their house and using their things without asking.</td>
<td></td>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**GET DOWN TO IT**

*PCM 2 p11*

**SHARE IT**

**ASSESS IT**

**LOOK FORWARD TO IT**

Create interest in the next session: start writing their story of Goldilocks and the Three Bears.

Has the objective been met?
- No, children are not secure. See Unit A2 for further support with sequencing.

Comments:

Don’t forget to hand out the ‘Ask me about…’ slips.
### Instructions for teaching

<table>
<thead>
<tr>
<th>HOOK IN TO IT</th>
</tr>
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</table>
| Recap the last session: we were retelling a traditional tale to use with other classes and/or to keep in the library.  
*Ask: Which traditional tale were we thinking about?*  
*Take feedback.* |

<table>
<thead>
<tr>
<th>QUICK CHALLENGE</th>
</tr>
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</table>
| Explain that you have brought along some props to remind them about the story.  
*Introduce a box of props that represent the story of Goldilocks and the Three Bears.*  
*Ask the children to explore the contents and tell their writing partner about each item.*  
*Encourage lots of discussion.* |

<table>
<thead>
<tr>
<th>BUILD UP TO IT</th>
</tr>
</thead>
</table>
| **PCM 2 p11**  
*Explain: Today you are going to begin writing the story of Goldilocks and the Three Bears.*  
*Show the children the first picture from the story (PCM 2: Goldilocks by the house in the woods)*  
*Explain: You are going to write a sentence to go with the first picture.*  
*Ask: Can you think of a story opening?*  
*Take feedback.*  
*Model writing the following sentence on the demonstration board, omitting spaces between the words:*  
*Once upon a time there was a girl with golden curly hair called Goldilocks.*  
*Point out the capital letter to begin the sentence and for Goldilocks as it is a name.*  
*Ask: What have I forgotten to do?*  
*Take feedback.*  
*Model writing the sentence using clear spaces between the words:*  
*Once upon a time there was a girl with golden curly hair called Goldilocks.*  
*Show the children they can use a finger or paperclip to mark the space.* |

<table>
<thead>
<tr>
<th>TALK ABOUT IT</th>
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</table>
| Ask the children to plan their first sentence to begin the story of Goldilocks.  
*Ask: Can you tell your writing partner your sentence?*  
*Record their first sentence using a recordable device such as a tablet, sound button or microphone.* |

<table>
<thead>
<tr>
<th>What success looks like</th>
</tr>
</thead>
</table>
| Children know the purpose and audience for their writing.  
Children can remember they were looking at Goldilocks and the Three Bears. |
| Children explore the props and familiarise themselves with the story. |
| Children understand the task.  
Children suggest suitable story opening: Once upon a time, Long long ago, One bright sunny morning, Many years ago, etc.  
Children can recognise you need spaces between the words.  
Children recognise where to leave spaces. |
| Children say their first sentence aloud, e.g.:  
Long, long ago there was a girl called Goldilocks.  
One cold day Goldilocks got lost in the woods.  
There was a girl called Goldilocks who got lost in the woods.  
Once upon a time Goldilocks found a house in the woods. |
Goldilocks and the Three Bears

GET DOWN TO IT

Give children individual whiteboards, whiteboard pens and high frequency word mats.

Write key words specific to the story on the board to support children’s writing: forest, Goldilocks, house, golden hair.

Ask the children to write their sentence for the first picture of their story using spaces between the words.

Encourage children to sound out words using their knowledge of phonics to help spell words.

Once they are happy with their sentence children can record it in their writing journal, next to the picture.

SHARE IT

Ask the children to share their sentence(s) with their writing partner.

Ask: Has your partner used finger spaces?

ASSESS IT

Ask the children to assess themselves using a thumbs up if they can leave finger spaces between words.

LOOK FORWARD TO IT

Create interest in the next session: write the next part of their story of Goldilocks and the Three Bears.

Has the objective been met?

❑ Yes, children are secure in leaving spaces between words.
❑ Children are able to leave spaces but not yet secure.
❑ No, children are not secure. See Unit A2 for further support with separation of words.

Comments:

Don’t forget to hand out the ‘Ask me about…’ slips.

3. Combine it

Learning focus

To know how words can combine to make sentences.

Instructions for teaching

HOOK IN TO IT

Remind children that they were retelling a traditional tale to use with other classes and/or to keep in the library.

Ask: Which traditional tale have we thinking about?

Take feedback.

QUICK CHALLENGE

Remind the children: Last session we were focusing on leaving spaces between our words.

Write the sentence with no spaces on the demonstration board:

Goldilocks ate the porridge.

Read the sentence to the children.

Explain that there are no spaces between the words so it is very difficult to read. Invite the children to suggest where the spaces should be and mark with a line.

What success looks like

Children know the purpose and audience for their writing.

Children can remember they were looking at Goldilocks and the Three Bears.

Children are able to separate the words.

Children recognise it makes it difficult to read if there are no spaces between the words.
**BUILD UP TO IT**

**PCM 3 p12**

Explain: Today we are going to look at how we can put words together to make a sentence. Explain the words are put together to make a sentence but with a space so we can still read them. Using one set of words from PCM 3, model how to arrange the words so they create a sentence. Provide children with words from PCM 3 and challenge them to rearrange the words to make a sentence.

Children understand that the words can be put together to form a sentence. Children arrange the word to form a sentence that makes sense.

**TALK ABOUT IT**

Ask the children to look at the second and third pictures in their writing journal. Challenge children to plan their sentences for the second and third pictures.

Ask: Can you tell your writing partner your sentences? Record their sentence using a recordable device such as a sound button or microphone.

Children say their sentences aloud. For example:
- Goldilocks saw three bowls of porridge on the table.
- Goldilocks ate all the porridge.
- Goldilocks tried the porridge. She likes the small bowl best.
- Goldilocks saw three chairs. She broke a chair.
- Goldilocks sat on the three chairs. She liked the little chair best.

**GET DOWN TO IT**

Give children individual whiteboards, whiteboard pens and high frequency word mats. Write key words specific to the story on the board to support children's writing: porridge, bowls, chair, three, broke, ate, Goldilocks.

Ask the children to write their sentences for the second and third pictures of their story, combining words to make a sentence.

Encourage children to sound out words using their knowledge of phonics to help spell words. Once they are happy with their sentence children can record it into their writing journal, next to the picture.

Children use the recordings to remind them of the sentence they have planned. Children use spaces between the words. Children combine words to make sentences.

**SHARE IT**

Ask the children to share their sentence(s) with their writing partner.

Ask: Has your partner used finger spaces? Ask: Has your partner combined words to make sentences?

Children listen carefully to their partner. Children are able to identify if their partner has used finger spaces. Children are able to identify if their partner has combined words to make sentences.

**ASSESS IT**

Ask the children to assess themselves using a thumbs up if they can combine words to make sentences.

Children show how confident they feel using thumbs up, down or in the middle.

**LOOK FORWARD TO IT**

Create interest in the next session: write about more than one thing.

**Has the objective been met?**
- Yes, children are secure in combining words to make sentences.
- Children are able to combine words but not yet secure.
- No, children are not secure. See Unit A2 for further support with how words combine to make sentences.

**Comments:**

Don’t forget to hand out the ‘Ask me about…’ slips.

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## Goldilocks and the Three Bears

### 4. Form plurals

**Learning focus**
To use regular plural noun suffixes.

<table>
<thead>
<tr>
<th>Instructions for teaching</th>
<th>What success looks like</th>
</tr>
</thead>
</table>
| **HOOK IN TO IT** | Remind children that they are retelling a traditional tale to use with other classes and/or to keep in the library.  
*Ask: Which traditional tale have we been thinking about?*  
*Take feedback.*  
| Children know the purpose and audience for their writing.  
Children can remember they were looking at Goldilocks and the Three Bears. |
| **QUICK CHALLENGE** | *Remind the children: last session we practised combining words to make a sentence.*  
*Write the following words scattered on the demonstration board:*  
the bed Goldilocks in got tiny  
*Challenge children to combine the words to make a sentence.*  
*Ask: Does it make sense?*  
*Provide individual whiteboards and pens.*  
*Ask the children to record the sentence on individual whiteboards.*  
| Children can remember how to combine words to form a sentence.  
Goldilocks got in the tiny bed. |
| **BUILD UP TO IT** | *Explain: In this session we are focusing on how to make things (nouns) plural so that they can write about more than one thing.*  
*Explain what a noun is (the name of something) and what a plural is (more than one). Model using the technical vocabulary ‘singular’ and ‘plural’ as you take this session and encourage the children to use these terms too.*  
*Explain how to make a word plural by adding an ‘–s’.  
*Write the example on the demonstration board and read out loud:*  
• One bear – Three bears  
• One chair – Three chairs  
• One bed – Three beds  
*Underline or highlight the ‘–s’.*  
*Explain how to make a word plural by adding ‘–es’ if the word ends in ‘ch’, ‘sh’, ‘ss’ or ‘x’, e.g. One dish – Three dishes.*  
| Children understand the ‘–s’ shows there is more than one.  
Children understand the ‘–es’ shows there is more than one for words ending in ‘ch’, ‘sh’, ‘ss’ or ‘x’. |
| **TALK ABOUT IT** | *Write the following words on the demonstration board:*  
• dish  
• chair  
• bed  
• bear  
• peach  
• kiss  
• box  
*Challenge the children to write the plurals on an individual whiteboard. Remind them to look out for words ending in ‘ch’, ‘sh’, ‘ss’ or ‘x’.*  
*Model using plurals in a sentence:*  
• Goldilocks tried all three dishes of porridge.  
• Goldilocks tried all three beds.*  
| Children show an understanding of the rules for whether a plural is formed by adding an ‘–s’ or ‘–es’.  
*Dishes, chairs, bowls, beds, bears, peaches, kisses, boxes.* |
GET DOWN TO IT

Give children individual whiteboards, whiteboard pens and high frequency word mats.

Ask the children to write their sentence for the fourth picture of their story using plurals.

Encourage children to sound out words using their knowledge of phonics to help spell words.

Once they are happy with their sentence children can record it into their writing journal, next to the picture.

SHARE IT

Ask the children to share their sentence(s) with their writing partner.

Ask: Has your partner used plurals?

Ask: Has your partner combined words to make sentences?

ASSESS IT

Ask the children to self-assess themselves using a thumbs up if they can use regular plurals with the endings ‘–s’ or ‘–es’

Children use spaces between the words.

Children combine words to make sentences.

Children use regular plurals correctly, e.g. beds.

Children listen carefully to their partner.

Children are able to identify if their partner has used plurals.

Children are able to identify if their partner has combined words to make sentences.

Children show how confident they feel using thumbs up, down or in the middle.

LOOK FORWARD TO IT

Create interest in the next session: finishing off the story.

Has the objective been met?

❑ Yes, children are secure in using regular plural noun suffixes ‘–s’ or ‘–es’.
❑ Children are able to use regular plural noun suffixes but are not yet secure.
❑ No, children are not secure. See Unit A2 for further support with forming regular plurals.

Comments:

Don’t forget to hand out the ‘Ask me about…’ slips.

5. Finish off

Learning focus
To reread written work to check that it makes sense.

Instructions for teaching

HOOK IN TO IT

Remind children that they are retelling a traditional tale to use with other classes and/or to keep in the library.

Ask: Which traditional tale have we been thinking about?

Take feedback.

QUICK CHALLENGE

Remind children: Last session we looked at plurals and adding ‘–s’ or ‘–es’ to nouns.

Remind children: If a word ends in ‘ss’, ‘ch’, ‘sh’, ‘x’ we use ‘–es’ to make it plural.

Remind children: Remember plural means more than one.

Write the following words on the demonstration board: dish, box, bed, bears.

Challenge children to record the plural on individual whiteboards.

What success looks like

Children know the purpose and audience for their writing.

Children can remember they were looking at Goldilocks and the Three Bears.

Children remember the rule to add the suffix ‘–s’ or ‘–es’

Children can explain what a plural is.

Dishes, boxes, beds, bears.
**Goldilocks and the Three Bears**

### BUILD UP TO IT

**Explain:** We are going to reread your stories so far and check you have:
- used finger spaces
- combined words to make sentences
- used regular plurals.

Challenge children to work in pairs to reread and check their stories so far.

Move around the group and help children to make changes if necessary (focus on finger spaces and plurals).

Children reread their stories and check they make sense.

### TALK ABOUT IT

Ask the children to look at the final picture in their writing journal.

Challenge children to plan their sentences for the final picture.

Ask: How can you end your story?

Ask: Can you tell your writing partner your sentences?

Record their sentence using a recordable device such as a sound button or microphone.

Children say their sentences aloud.

### GET DOWN TO IT

Give children individual whiteboards, whiteboard pens and high frequency word mats.

Write key words specific to the story on the board to support children’s writing: bears, cross, roar, home, Goldilocks.

Ask the children to write their sentence for the final picture of their story using plurals.

Encourage children to sound out words using their knowledge of phonics to help spell words.

Once they are happy with their sentence children can record it into their writing journal, next to the picture.

Children use spaces between the words.

Children combine words to make sentences.

Children use regular plurals correctly, e.g. beds.

### SHARE IT

Ask the children to share their sentence(s) with their writing partner.

Ask: Does your partner’s story make sense?

Children listen carefully to their partner.

Children are able to identify if their partner’s story makes sense.

### ASSESS IT

Ask the children to assess themselves using a thumbs up if they can reread their story to check it makes sense.

Children show how confident they feel using thumbs up, down or in the middle.

### LOOK FORWARD TO IT

Create interest in the next session: write your own story.

Has the objective been met?

- [ ] Yes, children are secure in rereading their writing to check it makes sense.
- [ ] Children are able to reread their writing to check it makes sense but are not yet secure.
- [ ] No, children are not secure. See Units A2–A6 for further support with rereading to check it makes sense.

Comments:

Don’t forget to hand out the ‘Ask me about…’ slips.
## 6. Independent writing

<table>
<thead>
<tr>
<th>Instructions for teaching</th>
<th>What success looks like</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOOK IN TO IT</strong></td>
<td>Invite children to prove that they can retell a traditional tale independently.</td>
</tr>
<tr>
<td><strong>BUILD UP TO IT</strong></td>
<td>Explain that you would like them to change the three bears to a different animal, e.g. the three owls, the three rabbits, the three badgers, the three foxes or the three frogs.</td>
</tr>
<tr>
<td><strong>TALK ABOUT IT</strong></td>
<td>Provide children with PCM 4: Goldilocks and the Three _______. Ask the children to choose a different animal and complete Picture 5. Challenge children to tell their writing partner the story of Goldilocks and the Three _______.</td>
</tr>
<tr>
<td><strong>GET DOWN TO IT</strong></td>
<td>Provide children with high frequency word mats, writing journals and pencils. Ask children to write their own version of Goldilocks and the Three _______.</td>
</tr>
</tbody>
</table>

**Has the objective been met?**

Are children secure in:
- sequencing sentences to form short narratives
- rereading what they have written to check that it makes sense
- using regular plural noun suffixes ‘-s’ or ‘-es’ (e.g. dog, dogs; wish, wishes)
- knowing how words can combine to make sentences
- leaving spaces between words?

- Yes, children are secure.
- Children are able but not yet secure.
- No, children are not secure. Further support with these objectives can be found in Units A2–A6.

**Comments:**

Don’t forget to hand out the ‘Ask me about…’ slips.