



Holy Family Catholic Primary School

English - KS1– The Goldilocks Project Overview



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

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

Overview and Outcomes: In this 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

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)

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

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