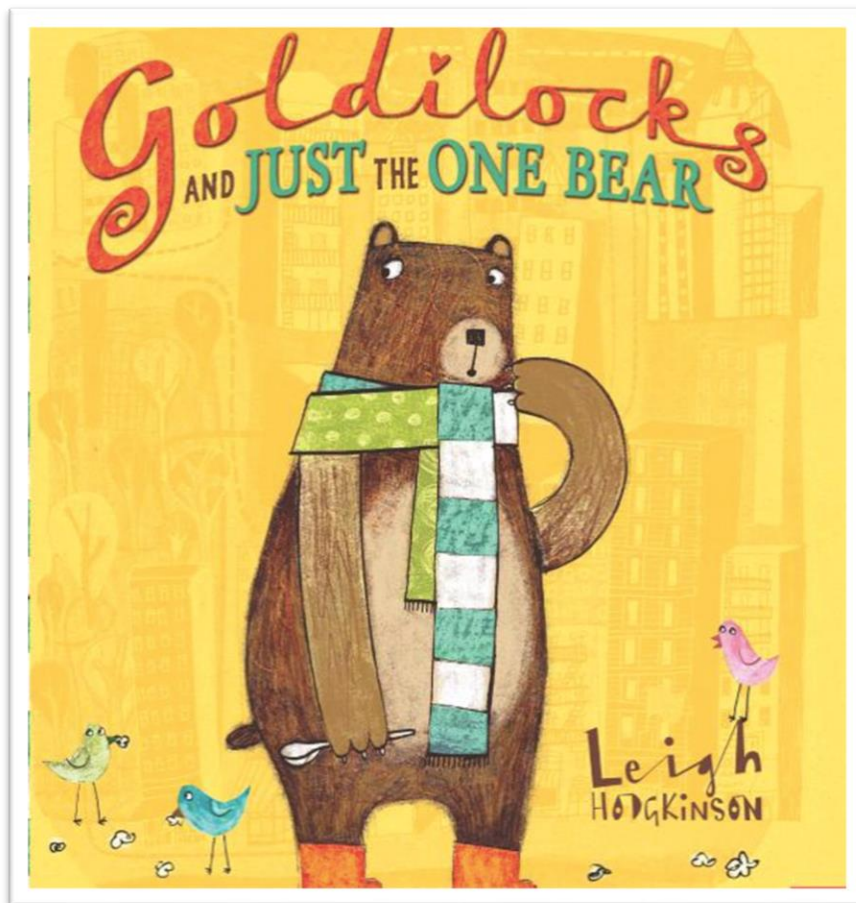




Pathways to Write

An example Pathway through
Year 1 *Pathways to Write*: Summer 2



Year 1 – Summer 2: Goldilocks and Just the One Bear by Leigh Hodgkinson

Outcome: Fiction – traditional story

Writing outcome: To write a new version of the story with a new character or new setting.



Greater depth writing outcome: To write a new version of the story with a new character **and** a new setting.

Mastery keys:

- Join words and clauses using and
- Use simple description
- Sequence narrative accurately
- Use a capital letter for places and days of the week
- Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Session	Mastery focus	Pupil activities
1	Simple description	Hook
<i>Independent writing opportunity - Ask the pupils to write the story of Goldilocks and the three bears independently.</i> <ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes to verbs where no change is needed to the root e.g -ed, -er, -ing, -est • Change the meaning of verbs and adjectives by adding the prefix un- 		
2	<ul style="list-style-type: none"> • Suffixes -ing, -ed, -er, -est (Gateway key) • Simple description 	Pupils create their own poem. Greater depth: Add a verse following the same structure explaining what they can see.
3	<ul style="list-style-type: none"> • Punctuate sentences, inc. exclamation and question marks • Join words and clauses using <i>and</i> • Simple description 	Write a setting description of the whole of Princess Avenue.
4	<ul style="list-style-type: none"> • Punctuate sentences, inc. exclamation and question marks • Capital letters for places • Simple description 	Pupils label their city using capital letter for proper nouns. Write a sentence or two about which fairy tale characters live there remembering a capital letter for a proper noun. Describe what these characters do in this city.
5	<ul style="list-style-type: none"> • Punctuate sentences, inc. exclamation and question marks • Join words and clauses using <i>and</i> • Simple description • Sequence sentences into narrative 	Create a description of the setting from the bear's point of view. Greater depth: Write a postcard to a fairy tale friend about what he has seen and experienced so far.
6	<ul style="list-style-type: none"> • Punctuate sentences, inc. exclamation and question marks • Sequence sentences into narrative 	Give the pupils the images from the text to sequence. Add their speech bubbles to the images. Greater depth: Write an introduction to the speech bubbles.
7	<ul style="list-style-type: none"> • Punctuate sentences, inc. exclamation and question marks • Join words and clauses using <i>and</i> • Simple description • Capital letters for places and names • Sequence sentences into narrative 	Write a diary entry. Greater depth: To add greater detail about bear's feelings for the reader.
8		Create a short biography of Goldilocks' life from a youngster to now. Greater depth: Write a short biography for Bear
9		
10		Imagine being the cat who watched the whole sofa scene. What did he see? Write in role as cat. Greater depth: Give further details about how cat felt with Little Bear was in the house.
11	Plan writing <ul style="list-style-type: none"> • Punctuate sentences, inc. exclamation and question marks • Join words and clauses using <i>and</i> • Simple description • Capital letters for places and names 	Investigate a model. Choose an animal and label the image using simple description: what this animal looks like, what this animal likes to do, where this animal lives, what this animal likes to eat. Greater depth: With guidance and a variety of images, consider a different setting for their new animal to become lost in e.g. small village, busy beach town.
12	Plan writing	Pupils plan their new version of the story with a new animal. Orally rehearse stories to a friend.
13	Write away: Independent writing Pupils write own version own version of the story with a new character or setting Greater depth: Pupils write own version own version of the story with a new character and setting	
14		
15	Evaluate and edit	Give pupils the opportunity to reflect and evaluate their writing. Allow time for pupils to make revisions and corrections. Focus on the <i>Mastery Keys</i> .

Independent writing opportunity: Write the story of Goldilocks and the three bears.

 Cold Task	Can I retell the story of Goldilocks and the three bears?	Assessment 
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Once there was a
little girl named Goldilocks.
She was going out
one day but when
she was walking
she found a cottage.
She knocked on the door
but no one answered so
she just opened the door
and saw three bowls
of porridge. She tried
the big one yuck too
hot, then the medium bowl

Ref: HW.EX.03

Independent writing opportunity: Write the story of Goldilocks and the three bears.

air to sweet then
she tryd the small
bowt it was jstust
j right
G

Session 3: Write a setting description of the whole of Princess Avenue.

Self-assessment   			How did I work today?    				Assessment of outcome   	
Can I use effective verbs?								
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>				
Whole class feedback / marking	Verbal feedback from teacher	Verbal feedback from T.A.	Self-assessment	Peer Assessment	Marked by teacher / T.A.			

In this new city horns
beeping in the cars.
I can hear birds cheeping in the
trees. people chatting in the shops.
roller skating in the park.
cars driving in the wind.
the trees blowing in the wind
dogs barking on the streets.

Wolf $\hat{a} \hat{e} \hat{y}$ Heights

Sweet snow white shop

Goldy lock $\hat{e} \hat{e}$ shop

Goldy ~~ance~~ Club

Billy Goat \hat{e} swimming

Cinderella \hat{e} shew \hat{e} shop

Beanstalk \hat{e} street

Dig \hat{e} Bad \hat{e} walf \hat{e} road

17	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Session 5: Create a description of the setting from the bear's point of view.


















big dooxes and
red peaches ✓

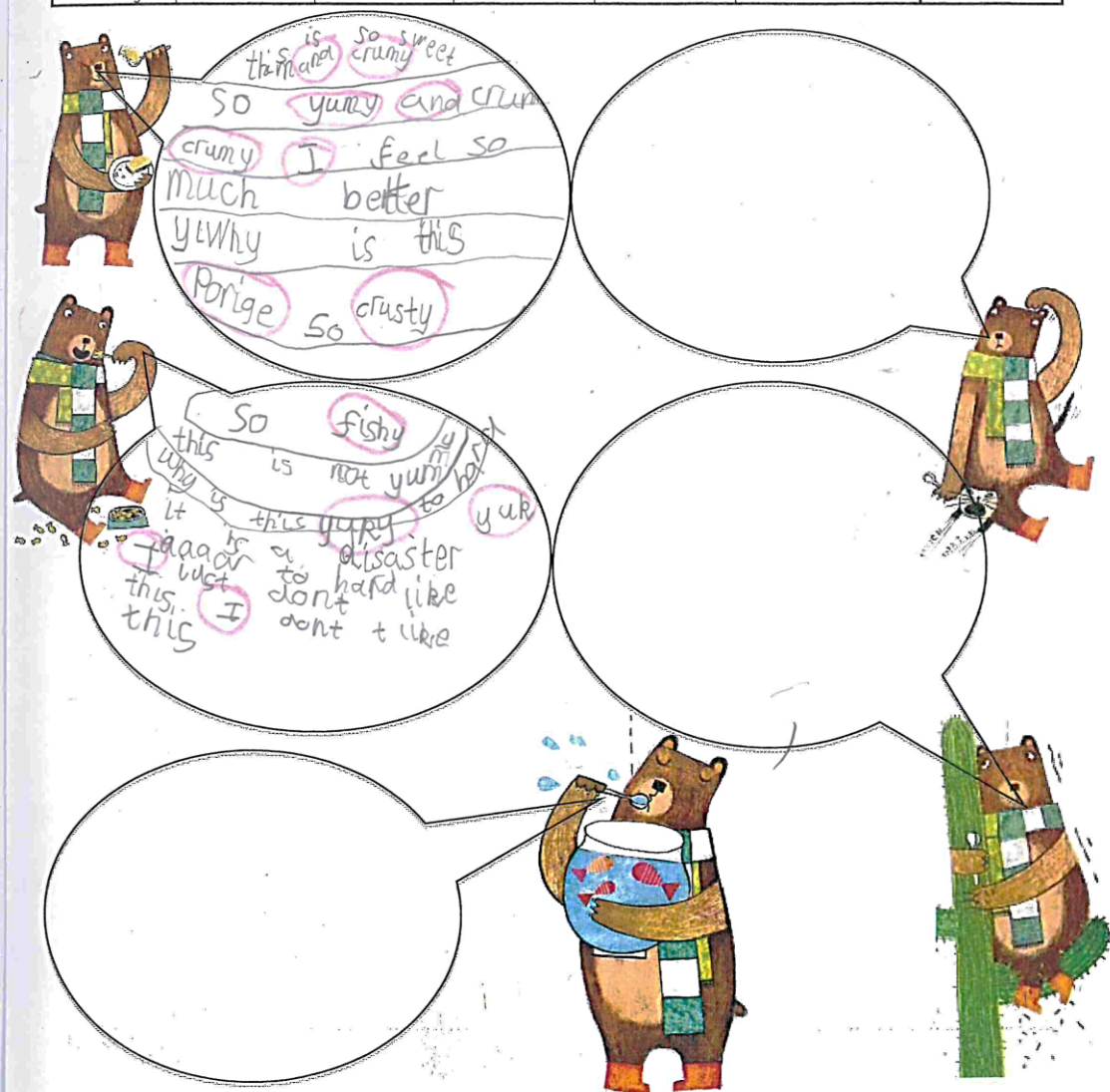
Self-assessment		How did I work today?				Assessment of outcome	
Can I use adjectives to describe the bear's point of view?							
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Whole class feedback / marking		Verbal feedback from teacher		Verbal feedback from T.A.		Marked by teacher / T.A.	

In the hallway of snooty
towers I was confused
and felt alone
I was shakey and
scared in the lift
I was dizzy. I was
frightened of the loud
noises I was sad
I wanted to see my















Ref: HW.EX.03

Session 6: Give the pupils the images from the text to sequence. Add their speech bubbles to the images.

Self-assessment   		How did I work today?    				Assessment of outcome   
Can I infer the character's feelings?						
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Whole class feedback / marking	Verbal feedback from teacher	Verbal feedback from T.A.	Self-assessment	Peer Assessment	Marked by teacher / T.A.	



Session 7: Write a diary entry.

Self-assessment   		How did I work today?     				Assessment of outcome   
Can I sequence my sentences within my diary?						
 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input checked="" type="checkbox"/>	adj <input checked="" type="checkbox"/>	and <input checked="" type="checkbox"/>	dog <input checked="" type="checkbox"/>	
Whole class feedback / marking	Verbal feedback from teacher	Verbal feedback from T.A.	Self-assessment	Peer Assessment	Marked by teacher / T.A.	

Dear Diary // I had a
shocking day because (it was)
I walked in to a big
city and it was too
loud that I snuck
in to snooty flowers
and made some
porridge. I felt better.
The first porridge was
to bitter and the
weekend won was to
hot and the last











Session 7: Write a diary entry.

one was just right
then I needed a
sit down the first chair
was to sticky and the
second was to
hard

one one one one
j j j j j j j j j j

Ref: HW.EX.03

Sessions 13 - 15: Pupils write own version of the story with a new character or setting.

Self assessment   		How did I work today?    				Assessment of outcome   
Can I write a new version of the story with a new character?						
Whole class feedback / marking	Verbal feedback from teacher	Verbal feedback from T.A.	Self-assessment	Peer Assessment	Marked by teacher / T.A.	

once upon a time
 there was a fox -
 he was wising -
 across the woods -
 The next minit poof
 he was lost -
 There were loud
 voices and honking
 his fairy legs
 got wobbly he
 needed to nip into

Ref: HW.EX.03

Sessions 13 - 15: Pupils write own version own version of the story with a new character or setting.

Snooty Towers.
The door was to
dizzy he went
in to the room.
He for a sit
down a see spot
of chicken would
tickerty boo the
first chicken was
to wet so I tried
the next was
yuck to sticky
I tried the
last was it was
sweet I liked it but it

Sessions 13 - 15: Pupils write own version own version of the story with a new character or setting.

was dry. Time
to sit down
the first war
was to hard.
the next war

Ref: HW.EX.03