

LPF Writing Exemplar

Sarah's Secret (Student 2)

Task Description

Students imagined that they were Sarah in the story 'Sarah's Secret' and wrote a letter to Grandma. Students had to tell Grandma about the 'tiger' under Sarah's bed and what Sarah and Mum had done to get ready for Grandma's visit.

Preparation

Before writing the letter, students read the story 'Sarah's Secret' which is about the 'tiger' under her bed. The following guidelines were given to help students generate ideas for their writing:

In the letter, you can tell Grandma:

- about the tiger under your bed; and
- what Mum and you have done to get ready for Grandma's visit.

Learning Outcomes: ATM4

Content	Organisation	Language and Style
<p>ATM4 Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration</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 a short letter to share with Grandma Sarah’s personal experiences about having a ‘tiger’ under her bed, the reasons why Sarah thought that way, how her family prepared for Grandma’s visit, and what Sarah planned to do with Grandma during her visit • express Sarah’s feelings after discovering there was no tiger under her bed 	<p>The student can</p> <ul style="list-style-type: none"> • establish links using a small range of cohesive devices, e.g. the connective ‘because’ to state the reason, ‘When’ to express time • arrange relevant ideas in a short text to show a generally clear focus, e.g. in the first part of the writing, the focus is on Sarah’s experience of having a ‘tiger’ under her bed; in the second part, the focus is on how her family prepared for Grandma’s visit and what she planned to do with Grandma during her visit • structure the letter by beginning the letter with an appropriate opening and ending it with a complimentary closing 	<p>The student can</p> <ul style="list-style-type: none"> • use a small range of vocabulary in her letter, e.g. ‘silly’, ‘restaurant’, ‘supper’, ‘famous’ • use some word collocations, e.g. ‘make room for you’ • use simple present tense, simple past tense and present perfect tense quite appropriately, e.g. ‘We’re fine.’, ‘I felt very silly.’, ‘Mum and I have already moved my bed...’ • use adverbial clauses to indicate reasons and time quite appropriately, e.g. ‘...I thought there was a tiger under my bed because I always lose (lost) my socks...’, ‘...when you come to visit, we will take you to a restaurant...’ • show an awareness of using some stylistic features in her letter, including appropriate salutation and closing, e.g. ‘How are you?’ ‘Love, your granddaughter, Sarah’ • use common punctuation marks quite accurately, e.g. commas, full-stops, question marks

Full text

Dear Grandma,

How are you? We're fine.
Yesterday, I thought there was a tiger under my bed because I always lose my socks, toys and notes from school. Mum moved my bed but she couldn't find a tiger, she only found the things I lost. I felt very silly.

Mum and I have already moved my bed to make room for you, we bought a new bed and some food for you when you come to visit,

we will take you to a restaurant for supper and to some famous places to play. I hope you will like it.

Love, your granddaughter,
Sarah