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<b>Teacher:</b> Matt Boot	<b>Students:</b> Year 6
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<b>Learning Focus:</b> To enable children to collaborate to write a story with multiple endings.	
<b>Curriculum Focus:</b> English > Writing > Branching Stories	
<b>Tools used:</b>  Wiki	

### Robin Hood and the Missing Gold

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#### In the beginning



Robin Hood, and the Missing Gold  
A Decision Story, in as many parts as you can write!

Robin Hood stepped slowly and wearily through the forest. He concentrated as hard as he could on the sounds around him. Every rustle of leaves, every snap of a twig in the distance could be one of the Sheriff of Nottingham's men creeping up on him. As the day wore on, the shadows were darkening, and the colour of the leaves was turning from a bright, light green, to a darker colour.

It was dusk, and it had been a busy day. Robin and his gang had stolen several yards of expensive cloth from a rich merchant, who had been passing through the forest. It was a beautiful gold and green colour, and would fetch a grand price at the Nottingham market. The money would help the poor of Loxley village to buy livestock, for food. They could sell the meat, or they could eat it. Since the Sheriff had raised taxes so much, everyone was finding it hard to get by.

Suddenly, in the distance, Robin heard voices. He looked up. What could it be? Who would be in the middle of the forest as the sun set?

What should he do? [Go to see and investigate](#), or should he move quickly away?

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#### Go to see and investigate

Robin tentatively crept to where the voices seemed to be coming from. Much to his surprise it was a small party of the sheriffs men. He got ready his bow. Suddenly he caught sight of the whole scene: there was a long line of the Henchmen weaving through the trees between them they were carrying a huge box, they were puffing and panting so he guessed it was extremely heavy. He silently went back to camp, to get little John to make a distraction.

Discuss This Article
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**How this worked in practice:** The children in this class were using the Robin Hood stories a starting point for a Year 6 creative cross-curricular project. The project included an opportunity to construct an initial setting and context of a shared story (seen above top) based on Robin Hood, and then an opportunity to branch the story off in a direction which reflected the children's individual topic interests and writing style. This was achieved using a  wiki which is ideal for branching stories, and also offers the opportunities for readers to comment upon writing, encouraging self and peer assessment for learning. The first  wiki page which has the shared writing opening, can be seen in the example above, and was constructed as part of a whole-class Guided Writing input session. At the bottom of the text it is possible to see  WikiLinks (in blue) which divide the story off into two distinct threads so that children can begin to make their choices about the plot and route of their own part of the branching story. Beyond this point children are able to write, edit and improve the future branching parts of the story, creating natural differentiation and extension opportunities.

**By the end of this sequence of work children had developed skills in:**

**Literacy:** Story writing, descriptive language, extending vocabulary, scene & context setting, characters, plot

**Learning:** Self & Peer Assessment, Collaboration

**Next Steps:** The children could create add in a range of other story telling features, such as images, film, animations (digital online and offline).