The King and His Wish

Written by Alison Hawes and illustrated by Kate Slater
Teaching notes written by Thelma Page

Sounds practised in this book: w (as in wish), x (as in box), th (as in that)

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- This story is based on a traditional Caribbean tale from the Dominican Republic called, ’The King Who Wanted to Touch the Moon’.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Read the back cover blurb and ask: What do you think the King’s wish might be?
- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.

Reading the extended story

- Read the extended story (on page 48 of the Traditional Tales Handbook) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Stop reading at the end of page 5. Ask: What do you think the King is trying to do?
- Pause at page 9 where the King is on the top of the pile of boxes. Ask: What do you think will happen next?
- At the end of the extended story, ask: Why did the King fall?

Reading the story

- Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.
- As they read, encourage the children to sound out the phonemes, for example w-i-sh. Draw attention to the ng grapheme in King and bang.
- Support the children with the words he, me, you, all, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.

Returning to the story

- Talk to the children about the setting of the story. Ask: What do you notice about the sky? Why do you think it is set at night? Encourage the children to talk about how the King is trying to reach the moon which appears in the sky at night.
- Talk about what happened in the story. Look again at pages 10 and 11 and ask: Why did the people think that the King would fall? Why do you think they still gave him the big red box?
- Ask: What do you think the King learned from the events in the story?
Storytelling

- Show the class the video of the storyteller performing the story on www.oxfordprimary.co.uk/tradtales.
- Talk about how the storyteller uses rich and imaginative language to describe characters and events in the story.
- Ask the children to think about how the storyteller uses his voice to add expression by varying his tone and the rhythm of the story. Discuss how the storyteller uses facial expressions to show emotions.
- Ask the class to discuss what they particularly enjoyed about the storyteller version of the story.
- Have a look at the storytellers’ notes for more information about the storytelling techniques used in the video.

Drama

- As a class, talk about the story. Use the story map available on www.oxfordprimary.co.uk/tradtales to talk about the main events. Ask the children to think about the King and what happened to him in the story.
- Encourage the children to work in small groups and to talk about building the tower for the King. Ask the children to mime fetching and piling up the boxes; as the tower progresses they may have to climb an imaginary ladder to place their boxes. In each group they should also mime the King stacking the boxes and stretching up towards the moon, climbing to the top of the tower and then toppling over and falling.

Writing

- Use the story map available on www.oxfordprimary.co.uk/tradtales to talk about the main events in the story. Provide each child with a zig-zag book of four pages and ask them to pick the four events they think were most important. Ask them to draw a picture for each of the four events to retell the story.
- When the children have a sequence of pictures ask them to add speech bubbles to show what the characters were saying. Help them to write in simple sentences and encourage them to use their phonics skills to spell words correctly.
- When the children have completed their versions of the story, look at them together as a class and talk about the similarities and differences in the retellings of the story.

Links to the wider curriculum

Science/Mathematics

- Investigate towers. Use wooden bricks, interlocking bricks, small cubes, empty boxes. Make predictions and find out how many of each type of unit you can add to a tower before it falls over. Record your findings by colouring a block graph.

ICT

- Experiment with a charts programme. Select bar charts, pie charts and histograms to show the different numbers of units in each tower in the activity above. Print and display your graphs.

Art and design

- Provide pictures of skyscrapers and towers from library books and from the internet to give children ideas. Ask them to work in twos or threes to design and build a tower from drinking straws or rolled up newspapers. Provide masking tape for joints.

Music

- Notice that tuned instruments give higher and lower notes. Use percussion such as chime bars or xylophones to create a climbing sequence. Decide which instrument will provide the best ‘Bang!’ at the end.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Traditional Tales

Stage 2

I Will Get You

Written by Alex Lane and illustrated by Elle Daly
Teaching notes written by Thelma Page

Sounds practised in this book: w (as in will), y (as in yum-yum), qu (as in quack)

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- This story is based on the traditional tale ‘The Three Billy Goats Gruff’, a fairy tale from Norway. The greedy character in the story is the troll, who is tricked into letting smaller goats escape because of the promise of a bigger reward.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Read the back cover blurb and ask: What do you think will happen in this story?
- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.

Reading the extended story

- Read the extended story (on page 44 of the Traditional Tales Handbook) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.
- Stop reading at the end of page 6. Ask: Why do you think the troll let the goat go?
- Pause at page 13 where the troll meets the largest goat on the bridge. Ask: What do you think will happen next?
- At the end of the extended story, ask: What do you think happened to the troll?

Reading the story

- Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.
- As they read, encourage the children to sound out the phonemes, for example y-u-m, y-e-s. Draw attention to the ng grapheme in along and Bang.
- Support the children with the words he, me, you, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.
- As they read, notice sentences with exclamation marks. Practise reading these sentences with expression.
Returning to the story

- Ask: What makes the tip tap sounds? Find the pages that show us.
- Talk about what happened in the story. Ask: How did the first two goats get away from the troll?
- Look at pages 12 and 13 again and ask: Who was stronger, the goat or the troll? Do you think the troll had met a creature who was stronger than him before?
- Look again at page 15. Ask: What do you think the duck was thinking?

Storytelling and Drama

- As a class, talk about what happened in the story. Use the story map available on www.oxfordprimary.co.uk/tradtales as a prompt for the children if necessary.
- Tell the children that you are another troll. Tell them that you have heard that your friend, the troll who lives under the bridge, was attacked by three goats. You are surprised that a little goat could scare away a troll and you want to know what happened.
- Tell the children that they are the troll from the story. Ask them to work in role as the troll to tell you what happened. Encourage them to think about how the troll was feeling at each stage of the story. Ask the children to tell you what happened, taking it in turns around the class.

Writing

- Talk about the story and make a list of the main points as the children think of them, for example: the goats wanted to cross the bridge to get to fresh grass, the little goat went first, the middle goat went next, finally the biggest goat crossed the bridge and chased away the troll, everyone could cross the bridge safely.
- Ask particular groups to illustrate a different stage in the story. When the class has created a sequence of pictures, write a caption for each one as a shared writing exercise.
- Encourage the children to use their knowledge of letter sounds to tell you how to spell the words.
- Mount your story in a book and add it to the class library.

Science/Mathematics

- Investigate bridges. Use a variety of materials available in the classroom to make a bridge between two tables. Find out which bridge is strongest by adding a unit of weight one at a time. How many units can be added before the bridge begins to bend?

Art and design

- Make a frieze to illustrate the main points of the story. Ask children to draw or paint the three goats, the troll (you will need a different troll for each stage of the story), and the bridge (again, one for each time a goat tries to cross). Paint a continuous background of green grass on the far side of a stream, and dry earth on the near side. Place bridges at intervals along the stream, with a different goat beginning to cross. Decide how the story will end.

Music

- Experiment with different percussion instruments to find the best tip-tap sounds. Can you make different sounds for each goat? Can you find a sound that suits the footsteps of the troll? Use your sound effects to help you act the story.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.
Stage 2

Dick and His Cat

Written by Katie Adams and illustrated by Sue Mason
Teaching notes written by Thelma Page

Sounds practised in this book: w (as in will), ch (as in rich), sh (as in cash)

Background to the story

Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.

This story is based on a British folk tale usually known as 'Dick Whittington and His Cat'. It is a favourite story for Christmas pantomimes. It is named after Richard Whittington who became Lord Mayor of London between 1397 and 1420.

Group/Guided reading

Introducing the story

Look at the cover of the book and read the title together. Read the back cover blurb and ask: What do you think will happen in this story? If they know about Dick Whittington, let them tell you about the story.

All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.

Reading the extended story

Read the extended story (on page 46 of the Traditional Tales Handbook) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.

Stop reading at the end of page 3. Ask: Why do you think Dick wanted to go to London?

Pause at page 7 where Dick gets a cat. Ask: How do you think the cat will help Dick?

At the end of the extended story, ask: How did Dick become rich?

Reading the story

Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.

As they read, encourage the children to sound out the phonemes, for example D-i-ck, c-a-sh. Draw attention to the ch grapheme in rich.

Support the children with the words be, was, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.

Returning to the story

Ask: What job did Dick and his cat do? Find the pages that show us.

Talk about what happened in the story. Ask: Do you think Dick and his cat were good at their job? How can you tell people were pleased with their work?

Look at page 15 again and ask: What is different about Dick on this page? How can you tell he is rich?

Ask: What do you think Dick did next?
**Storytelling and Drama**

- As a class talk about what happened in the story. Use copies of the story map available on www.oxfordprimary.co.uk/tradtales for the children to refer to.
- Tell the children to think about the ending of the story and ask them to give suggestions about what they think would happen next. Would Dick carry on with his job now he is rich? Would he travel to other places to sort out their rat problems? Would he decide to rid London of other animals such as spiders or beetles?
- Ask the children to work in groups to think of the next stage of the story. They can act this out in role.
- Bring the class back together and ask each group to share their new part of the story. As a class, decide which new storyline you like best and work together, with you acting as scribe, to tell the next stage of the story. Encourage the children to think about what would happen, what new characters might appear and what the characters might say.

**Writing**

- Read page 8 again. Notice that cat and rat rhyme. Think of two sentences that rhyme, for example: ‘Dick had a cat. The cat got a rat.’ Ask the children to invent a third sentence that would also rhyme, for example: ‘The rat was fat.’
- Continue to experiment with rhyming -at words, such as: bat, hat, sat, mat, pat, chat. Help the children to add as many more rhyming sentences as they can.
- Begin again with the sentence Dick met a man and try to think of rhyming sentences such as, ‘He was in a van.’ Suggest words that also rhyme, such as can, fan, pan, ran, tan, nan. Make up some sentences that rhyme.
- Decide which of your rhymes are best. Ask the children to help you with spellings as you write the rhyme for everyone to read.
- Ask the children to illustrate small versions of the rhyme using the characters from the story.

**Links to the wider curriculum**

**Science**

- Find out about rats, mice and food chains. What do rats and mice eat? What catches and eats rats and mice? Use children’s previous knowledge to list plant-eating animals and meat-eating animals.

**Mathematics**

- Work in pairs to count the number of rats on pages 6, 8, 11, 12 and 13. Give the children counting materials to collect the right number for each page. Arrange the blocks or counters in sets of ten. Add all the counters/blocks to reach a total.

**Geography**

- Use maps to find out where London is on a map of the UK. Locate your home town. Use a route planning site on the internet to find out how many miles it is from your school to London.

If you live in London, find out how far your school is from a central point such as Trafalgar Square.

**History**

- Richard Whittington lived around the year 1400. Use library books and online resources to find out how people lived at this time. How did they dress? What were their houses like? Who was the King?

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook*.
Traditional Tales

Stage 2

Rabbit on the Run

Written by Alex Lane and illustrated by Laura Hughes
Teaching notes written by Teresa Heapy and Charlotte Raby
Sounds practised in this book: w (as in was), y (as in yes), sh (as in rush)

Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.

- This story is based on the traditional tale ‘The Tortoise and the Hare’. It was originally a fable by Aesop. The moral of the story is ‘slow and steady wins the race’.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together, supporting the children with the word Rabbit. Ask: What sort of characters do you think Rabbit and Tortoise are?

- All the words in this story are decodable for this stage. You can look together at the inside front cover for a list of the high frequency tricky words for this stage used in the book, to help build familiarity with these before children read the story independently.

- Remind children that they need to blend words from left to right and sound out each phoneme in a word, e.g. qu-i-ck.

- Talk about the speech bubbles. Tell the children they show that a character is speaking.

Reading the extended story

- Read the extended story (on page 42 of the Traditional Tales Handbook) to the children. Use the pupil book to show the images to the children as you read, and pause during the story to ask questions.

- Stop reading at the end of page 5. Ask: Do you think Rabbit will win the race? Who do you want to win the race and why?

- Pause at page 10. Ask: What do you think will happen now? Who will win the race?

- At the end of the extended story, ask: How do you think Rabbit feels? How does Tortoise feel? Did the right one win?

Reading the story

- Tell the children it’s now their turn to read the story themselves. Remember to give them lots of encouragement and praise as they read.

- As they read, encourage the children to sound out the phonemes, for example sh-o-t. Focus on sh, in the words shot, Shh, rush.

- Support the children with the words me, was, you, explaining that they are tricky words, but also very common and useful. If a word is too difficult, simply read the word for them.
Returning to the story

• Ask: Who did you want to win the race? Why?
• Talk about what happened in the story. Ask: How did Tortoise overtake Rabbit? How do you think Rabbit felt when he woke up?
• Ask: How do you think Rabbit feels at the end of the story? How do you feel if you don’t win a race or a game? What might Rabbit do differently next time?

Storytelling and Drama

• After the children have read the story, tell them that you are Rabbit’s trainer. Ask: Do you think that Rabbit’s trainer would be happy with the result of the race?
• Tell the children that as Rabbit’s trainer you want to know what happened and why Rabbit lost the race. Give the children a copy of the story map available on www.oxfordprimary.co.uk/tradtales to share. Ask them to work in pairs using the map to say what happened and explain how Tortoise won the race.
• Then ask the children to tell you what happened, taking it in turns around the class. Pretend to be Rabbit’s trainer and question the different events, for example: ‘Rabbit had a nap.’ (I can’t believe it! What was he doing? Why did he do that?) ‘Then Tortoise went past him.’ (How did he do that? Why didn’t Rabbit wake up?)

Writing

• Use sticky notes to cover up what the characters say on each page of the book. Ask the children to work with their partner to think about what the characters might be saying on each page.
• As a group, help the children to expand their ideas into a simple sentence and encourage them to use their phonic knowledge to sound out and blend the words to spell the words in the sentence correctly. Model writing the dialogue into the speech bubble for the children.
• Work as a group to write new dialogue for the book, taking the children’s ideas and supporting the children to rehearse orally each sentence before you write it for them on the board.
• Once they can say what they want to write, encourage the children to discuss their ideas for the final two pages of the book with a partner. Then ask the children to write the simple dialogue for the final two pages independently.

Links to the wider curriculum

Science
• Measure heartbeats before and after a variety of exercises.

Geography/ICT
• Help the children to draw maps of places they know well, such as the playground, their gardens, or their route to school. You may wish to use a computer programme.

Art and design
• Make medals for first and second place.
• Design a 3D racetrack using modelling clay, Lego and small world toys.

Music
• Use musical instruments to make sounds for Rabbit running and Tortoise plodding along.

Ask the children to think about making fast rhythms for Rabbit and slow, steady sounds for Tortoise.

PSHE and Citizenship
• Use the story to explore the main issues of the story, such as: winning and losing, the way Rabbit behaved because he was convinced he was best, Tortoise’s belief in himself that if he kept trying he would get there in the end.

For more ideas on how to use this book in the classroom use the Traditional Tales Handbook.