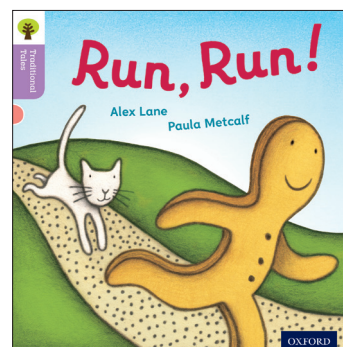


Run, Run!

Written by Alex Lane and illustrated by Paula Metcalf

Teaching notes written by Teresa Heapy

Information about assessment and curriculum links can be found at the end of these Teaching Notes.



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 Gingerbread Man', which was originally published in 1895 in America in the *St Nicholas Magazine*, a magazine for children. It is a cumulative story as more and more people chase the gingerbread man.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *What do you think is going to happen in the story? Do you think someone will catch the gingerbread man?* If the children recognise the story, let them tell you what they remember about it.
- 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 33 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 cat, Mum and Dad are chasing the gingerbread man?*
- Pause after page 8 where the gingerbread man has got onto the fox's back. Ask: *Why do you think the fox is helping the gingerbread man to get away?*
- At the end of the extended story, ask: *What do you think about what happened to the gingerbread man?*

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-a-d, r-a-n*. Draw attention to the **ck** grapheme in *back*.
- Support the children with the words *the, I, go*, 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, draw attention to the speech bubbles and thought bubbles and explain that they show who is speaking or what a character is thinking.

Returning to the story

- Talk about what happened in the story. Look at pages 4 and 5 again and ask: *How do you think Mum, Dad and the cat are feeling here?*
- Ask: *Why did the gingerbread man get onto the fox's back? What do you think the fox is thinking?*
- Ask: *What happened to the gingerbread man? Do you think he deserved to be eaten or would you have preferred him to escape? What do you think the gingerbread man should have done differently?*

Storytelling and Drama

- Using the story map available on www.oxfordprimary.co.uk/tradtales for reference, talk as a class about what happened in the story. Then ask the children to think about other characters that they can think of who might have chased the gingerbread man if they had seen him. Ask: *What other animals or people might want to chase him?*
- For each new character suggestion that the children invent, ask them to think about whether the gingerbread man would be able to outrun them and why they might be chasing the gingerbread man. Would they want to help him, eat him or be his friend?
- Work in small groups to create a new episode in the story where the gingerbread man encounters one of the new characters you have thought of. Encourage the children to act out their new episode and to think about what each character might say.
- If appropriate, you could create a class version of the story with the children acting out each new episode one after another with the gingerbread man meeting lots of new characters before he finally meets the fox.

Writing

- Ask the children to draw a picture of a new character that could chase the gingerbread man.
- Encourage the children to write labels for their new character to go with their picture, and help them to do this. Encourage them to give their new character a name and to write keywords to describe them. Ask them to write their name on their work.
- If appropriate, ask the children to show their picture to the rest of the class and describe their new character and why they would be chasing the gingerbread man.

Links to the wider curriculum

Science

- Make your own gingerbread men, weighing out the ingredients together.

Art and design/Design and technology

- Ask the children to design their own gingerbread man. They could add clothes, special buttons or coloured eyes. How would they make the decorations if they were making a real gingerbread man?

Music

- Tell the children that in some versions of the story the gingerbread man calls 'Run, run as fast as you can! You can't catch me, I'm the gingerbread man!' Ask them to make up a

song or rhyme that the gingerbread man can sing as he runs away.

PSHE and Citizenship

- Talk about the importance of knowing who you trust and being aware.

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

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Run, Run! (Oxford Level 1+) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) [ORCS Standard 1, 5]
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can recognize language patterns in stories, poems and other texts, e.g. repeated phrases, rhyme, alliteration. (A) [ORCS Standard 1, 14]
- Can read words with some vowel digraphs e.g. /ai/ /ee/ /igh/ /oa/ /oo/. (READ) [ORCS Standard 1, 19]

ENGLAND The National Curriculum in England: Reception

EYFS	The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.
Letters and Sounds Phase 2	Sounds practised: a (as in cat), n (as in run), r (as in ran)

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early Level

Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-09a)
Reading	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a) I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a) I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things (LIT 0-14a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

WALES Foundation Phase Framework: Reception

Oracy	Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.7)
Reading	Learners are able to identify information from a text using visual features and words (YR_ReadComp.2) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2) Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters) – orally blend combinations of known letters (YR_ReadStrat.5i) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9)
Writing	Learners are able to convey meaning through pictures and mark making (YR_WritMean.3)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

Talking and listening	Pupils can take on the role of someone else (L1_com_talk.1ii) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) Pupils can read and understand familiar words, signs and symbols in the environment (L1_com_read.3i) Pupils can use visual clues to locate information (L1_com_read.3ii) Pupils can talk about what they read and answer questions (L1_com_read.5)
Writing	Pupils can express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences (L1_com_writ.2)