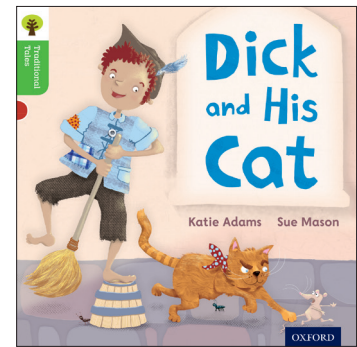


Dick and His Cat

Written by Katie Adams and illustrated by Sue Mason

Teaching notes written by Thelma Page

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 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*.

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Dick and His Cat (Oxford Level 2) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) [ORCS Standard 1, 3]
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can retell familiar stories with growing confidence. (R) [ORCS Standard 1, 12]
- Is beginning to make predictions based on titles, text, blurb and/or illustrations. (D) [ORCS Standard 1, 21]

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

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) As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen (LIT 0-02a / ENG 0-03a) 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) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a) 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 exchange ideas in one-to-one and small group discussions (YR_OracColl.1) Learners are able to contribute to role-play activities using relevant language (YR_OracSpea.7)
Reading	Learners are able to retell familiar stories in a simple way using pictures to support (YR_ReadComp.1) 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) Learners are able to make meaning from visual features of the text (YR_ReadStrat.13)
Writing	Learners are able to contribute to a form modelled by the teacher (YR_WritStru.2)

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 understand short explanations and simple discussions (L1_com_talk.1iii) Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)
Reading	Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1) Pupils can use reading strategies; 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 language associated with texts (L1_com_read.4) 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)