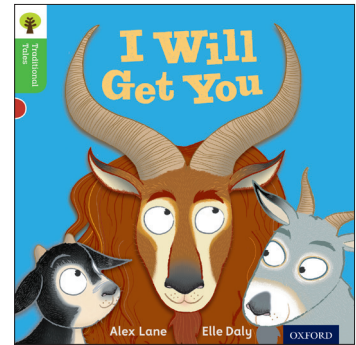


I Will Get You

Written by Alex Lane and illustrated by Elle Daly

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 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.

Links to the wider curriculum

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*.

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I Will Get You (Oxford Level 2) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can talk about the main points/key events in a text. (R) [ORCS Standard 1, 8]
- 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]
- Knows the function of full stops when reading and shows this in their reading aloud. (READ) [ORCS Standard 1, 23]

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), y (as in yum-yum), qu (as in quack)

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	I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write (ENG 0-12a / LIT 0-13a / LIT 0-21a) 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) Learners are able to show an awareness of full stops when reading (YR_ReadStrat.10)
Writing	Learners are able to begin to sequence words, signs or symbols appropriately (YR_WritStru.1) 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 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 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 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)