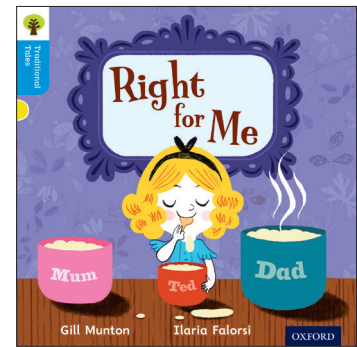


Right for Me

Written by Gill Munton and illustrated by Iliaria Falorsi

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 'Goldilocks and the Three Bears'. It is an English folk tale and was written down almost two hundred years ago. It is also known as 'The Three Bears' or, sometimes, just as 'Goldilocks'.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask the children to say what they think this story is about. If they 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.
- 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 51 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 7. Ask: *Should she be eating the porridge? What might happen next?*
- Pause at page 12 when the bears return. Ask: *What do you think they will say?*
- At the end of the extended story, ask: *How do you think the bears feel? What do you think might happen next?*

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.
- Remind children that they need to blend words from left to right and sound out each phoneme in a word. Practise blending a few words by saying the phoneme of each word in order, e.g. *d-i-sh, r-igh-t*. Notice that *chair* has the grapheme **air** in it. This may be a new spelling pattern, so make sure that children can sound out and blend this word.
- Support the children with the words *they, me, my*, 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: *Whose food was tasted, but not eaten? Whose food was eaten?* Find the page that shows us.
- Talk about what happened in the story. Ask: *Whose belongings did the girl find were right for her? Whose bed did she choose and why?*

- Ask: *What do you think the bears thought when they came home and saw the porridge bowls and then the chairs?*
- Look again at page 15. Ask: *What do you think the bears said to the girl when they found her? What do you think she would say to them?*

Storytelling and Drama

- Make some large simple drawings of the key points of the story, including: the bears' house in the wood, the three porridge bowls, the three chairs and the three beds. Put these up on the wall. Make a cut-out drawing of Goldilocks and each of the three bears.
- Tell the children that you have forgotten what happened in the story. Using the cut out of Goldilocks, move her through the pictures of the story on the wall. Ask the children to tell you what happened in the story and direct you to where Goldilocks should move to next.
- Once the story has reached the point where Goldilocks is asleep, give the cut outs of the three bears to three children in the class and ask them to continue the story, moving their cut outs to different locations as they retell the story.

Writing

- Provide the children with copies of the story map available on www.oxfordprimary.co.uk/tradtales. Ask them to choose four parts of the story that they think are the most important in telling the story, e.g. going into the house, eating porridge, going to sleep, bears returning.
- Give each of the children a large sheet of paper that has been folded in half and half again to give four areas. Ask them to illustrate the four main parts of the story, leaving space for speech bubbles.
- Ask them to add speech bubbles and write a sentence in each section to show what the characters are saying and what is happening in the story. Display all the completed picture stories.

Links to the wider curriculum

Science, Geography and ICT

- Ask the children to find out about real bears, using books and the internet. Ask them to find pictures of black bears, grizzly bears and polar bears. Find out the parts of the world where they live. Find out what they eat. Show them how to save the best pictures they find. Take turns to show pictures to the rest of the class and explain what they have found out.

Art and design/Mathematics

- Work with a partner to make a bed to fit a toy. Measure the toy to make sure the bed you make is the right size. Draw your bed before you begin to make it. Use empty boxes to make the bed. Measure the boxes to find out which one is the right size.

Music

- Experiment with instruments to create sounds for different parts of the story.

PSHE and Citizenship

- Have a general discussion about what the girl did. Talk about the rules you have at school and in the classroom. Talk about what is allowed, and what is not allowed.

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

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Right for Me (Oxford Level 3) 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]
- Is beginning to blend adjacent consonants in words in a range of combinations: CVCC CCVC. (READ) [ORCS Standard 1, 13]
- Can talk about main points or key events in a simple text. (R) [ORCS Standard 1, 20]
- 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 3/4	Sounds practised: igh (as in right), oo (as in good), air (as in chair)

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)
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	I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways (LIT 0-09b / LIT 0-31a) 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 take part in activities alongside others, with some interaction (YR_OracColl.2)
Reading	Learners are able to retell familiar stories in a simple way, using pictures to support (YR_ReadComp.1) 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 orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning (YR_WritMean.4) 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 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 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)