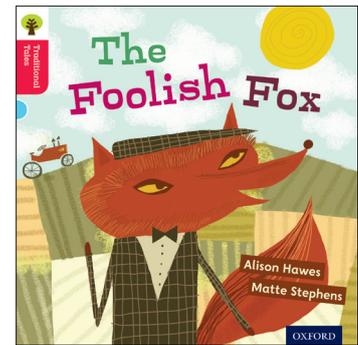


The Foolish Fox

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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 a simplified retelling of a traditional tale from Argentina. Versions of this story can be found in other parts of the world. It warns the reader to be careful who you trust.

Group/Guided reading

Introducing the story

- Look at the cover of the book and read the title together. Ask: *Where do you think this story might be set?* As you look at the cover together focus on the parts that suggest the setting is a farm.
- 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 66 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: *Why do you think the sheep ask if they can keep the top part or the bottom part of the food? What do you think they mean?*
- Pause at the bottom of page 10. Ask: *What do you think the sheep will do this time?*
- At the end of the extended story, ask: *Why did Fox begin to farm the land himself?*

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 sounding out the phonemes of each word in order, e.g. *f-oo-l-i-sh, f-ar-m-i-ng*. Focus on blending adjacent consonants in words such as *land* and *trick*.
- Support the children with the words *said, like, so, some, were, when*, 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 did the sheep plant the first year? What did they plant the second year?* Look back at pages 6 and 11 to check.
- Talk about what happened in the story. Ask: *How did the sheep trick Fox?* What else could the sheep have planted if they wanted to keep the bottom half of the food? (e.g. carrots, potatoes)
- Ask: *How could Fox have made sure he had half of the food?*

Storytelling and Drama

- After the children have read the story, tell them that you are a cat that owns the farm next door to Fox. You are a hardworking farmer, but you have heard that your neighbour has been tricked out of his crops by a group of sheep. Tell the children that you are worried, as you don't want to be tricked in the same way.
- Inform the children that you want to know what happened and how the sheep tricked Fox. Tell them that you also want their advice on how you can be aware of the sheep and avoid losing your own crops.
- Then ask the children to tell you what happened, taking it in turns around the class. Ask questions as the children tell you what happened to encourage them to elaborate on the details of the story and how they think you could outwit the sheep if they came to work on your farm. You might want to draw up a list of suggestions on the board or annotate a copy of the story map with suggestions on what you could do differently from Fox.

Writing

- Use the story map available on www.oxfordprimary.co.uk/tradtales to talk about the main points in the story. Look again at pages 6 to 8 and 11 to 13 and discuss how the sheep tricked Fox each time.
- Ask the children to think about how Fox would be feeling when he realises he has been tricked by the sheep. Ask the children to work in pairs to make a list of all the words they can think of to describe how Fox is feeling. Bring the class back together and make a class list of the words that the children have thought of.
- Tell the children to use the list of suggestions and to work independently to write two sentences to describe how Fox is feeling. If appropriate, you may want to encourage them to write in the first person as though they are Fox. When they have completed their sentences, ask them to share them with the class.

Links to the wider curriculum

Science

- Bring in a collection of vegetables, or use pictures. Sort them into sets: those that grow above the ground, those that grow below the ground. You could also sort by the part of the plant they are: roots (carrots), leaves (cabbages), flowers (broccoli), fruits or fruit pods (runner beans, tomatoes).

Mathematics

- Ask: *Are there more wheels on the tractor, trailer and the handcart than can be seen in the pictures?* Add together all the wheels that would be on these three vehicles (4 + 4 + 2). Make up some more addition sums by adding wheels on vehicles children know, e.g. a tricycle plus a scooter; a motorbike and a car.

Geography

- If you have a farm near you, find out whether it grows crops or keeps animals. Visit a farm if possible.

Art and design/Design and technology

- Experiment with collage materials to create fields of different crops. Add a farmhouse and a tractor with paint or more collage. Assemble the fields, the house and the tractor to make a farm picture.

PSHE and Citizenship

- Talk about fairness. What would have been a fairer way to share the food in this story?

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

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The Foolish Fox (Oxford Level 4) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can read aloud and is beginning to use expression to show awareness of punctuation. (READ) [ORCS Standard 2, 1]
- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high frequency words which are easily decodable and some common exception words. (READ) [ORCS Standard 2, 2]
- Can use growing knowledge of vocabulary to establish meaning when reading aloud. (D) [ORCS Standard 2, 7]
- Can locate specific information on a given page in response to a question. (R) [ORCS Standard 2, 21]

ENGLAND The National Curriculum in England: Year 1

Letters and Sounds Phase 4/5	Sounds practised: initial and final blends, for example: cr (as in cross), xt (as in next)
Spoken language	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)
Reading: Word reading	Pupils should be taught to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Y1 ReadWord.3) Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Y1 ReadWord.4)
Reading: Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (Y1 ReadComp.1iii) Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)
Writing: Composition	Pupils should be taught to write sentences by saying out loud what they are going to write about (Y1 WritComp.1i) Pupils should be taught to discuss what they have written with the teacher or other pupils (Y1 WritComp.2) Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher (Y1 WritComp.3)

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

Listening and talking	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others (LIT 1-06a)
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a) I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors (LIT 1-11a)
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1-20a)

WALES Foundation Phase Framework: Year 1

Oracy	Learners are able to retell narratives or information that they have heard using simple connectives (Y1_OracList.7) Learners are able to include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3)
Reading	Learners are able to retell events from a narrative in the right order (Y1_ReadComp.1) Learners are able to explore language, information and events in texts (Y1_ReadResp.2) Learners are able to apply the following reading strategies with increasing independence: phonic strategies to decode words; recognition of high-frequency words (Y1_ReadStrat.5i/5ii) Learners are able to look for clues in the text to understand information (Y1_ReadStrat.12)
Writing	Learners are able to talk about what they are going to write (Y1_WritMean.4)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

Talking and listening	<p>Pupils can talk about their experiences (L1_com_talk.4)</p> <p>Pupils can talk about events in sequence with supporting detail (L2_com_talk.4)</p>
Reading	<p>Pupils can show understanding of the meaning carried by print, pictures and images (L1_com_read.1)</p> <p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can use visual clues to locate information (L1_com_read.3ii)</p> <p>Pupils can understand, recount and sequence events and information (L2_com_read.1)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can select information for a purpose (L2_com_read.3i)</p>
Writing	<p>Pupils can talk about what they are going to write (L1_com_writ.1)</p>