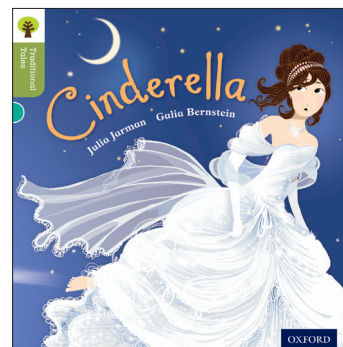


# Cinderella

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Teaching notes written by Pam Dowson

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.
- 'Cinderella' is one of the oldest and most well known of fairy tales, with versions told across the world. In this classic rags-to-riches story, Cinderella's goodness overcomes the greed of her stepfamily.

## Group/Guided reading

### Introducing the story

- Ask the children to tell you about versions of the story they already know, perhaps an animated version or a pantomime.
- Look at the cover of the book and read the title together. Ask: *What do you think is going to happen in the story?* If the children are familiar with the story of Cinderella, ask: *Which part of the story is illustrated here? How do you know?*
- Ask: *Which characters do you expect to find in the story? How would you describe them?*
- Look at pages 2 to 5 together. Ask the children to read out lines that tell you about the characters of the stepmother and stepsisters. Ask: *How do you feel about them? How do you think Cinderella feels?*
- All the words in this story are decodable. However, we've listed some of the more challenging words on the inside front cover of the book, to help build familiarity with these before children read the story for themselves.

### Reading the story

- Ask the children to read the story. Remember to give them lots of encouragement and praise as they read.
- Check that the children know the meaning of the word *smirking* on page 4. Can they make a smirking expression?
- Look at the word *before* on page 10. Help the children to understand its meaning here. Ask: *What other words might have been used?* For example, in front of, leading.

### Returning to the story

- Re-read pages 4, 5 and 6. Ask: *How was Cinderella feeling on each of these pages?* Ask the children if they have had a happy surprise and felt like Cinderella. How did they feel?
- Re-read page 24. Ask: *What happened to Cinderella's beautiful dress and her carriage? Why did the magic end?* Check that the children know why everything has changed back to its original state.
- At the end of the story ask: *How do you think the stepsisters felt when Cinderella married the Prince? Do you think they are pleased? Why do you think they feel like that?*
- Ask the children to find alternative spellings for /ee/ in the story, for example: **need** (page 9), **these** (page 12), **eagerly** (page 14), **happy** (page 20), **me** (page 26).

## Storytelling and Drama

- In groups of five or six, ask the children to re-enact the final part of the story, from page 25 where the Prince announces he will search for the owner of the slipper, onwards.
- Ask the children to think about the character they are playing. Encourage them to use their voices to make each character different and change their tone to show different emotions. Tell the children to think about the words they use as well as the way they speak. Advise them to add to the original dialogue. One child could act as narrator to link each scene.
- Tell the children to use the illustrations to help them with facial expressions, including reactions to what others say and do. Encourage them to make their performance full of expression.

## Writing

- Ask the children to imagine they are a journalist working for Cinderella's local newspaper. Invite them to write an article covering Cinderella's rise from rags to riches. Ask: *What might you include in your article?* (For example, headline, story, picture with a caption.) To remind the children of the structure it may be helpful to show them some newspapers before they begin, and to work as a class to create some examples.
- Work together to plot the key events of the story, using the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) as a prompt. Remind the children of time connectives they might like to use to join the events together when they are writing. (For example: next, after, suddenly, finally.)
- Ask the children to write in role as a journalist reporting the story. They may want to include interviews with the main characters; ask them to think about the different characters' viewpoints and what they would say about the events in the story. Encourage the children to think about the appearance of their article, as well as the content. For example, you might want to help them to use different size or style text to draw attention to their headline. They could add a picture and a caption to their article too.

## Links to the wider curriculum

### Mathematics and ICT

- Make a timeline of the evening of the ball, in analogue and digital times.
- Measure everyone's feet and make a graph of the results.

### History

- Investigate the origins of the story, including Charles Perrault's French version. In some versions the slippers are fur, not glass.

### Art and design

- Make simple character finger puppets from cylinders of card, to re-enact the story.

### ICT

- Create invitations for the ball or the wedding, using the computer.

### Music

- Listen to music suitable for a grand ball, such as waltzes by Strauss.

### PSHE and Citizenship

- Discuss what the stepsisters might have learned from their experience.

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

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# Cinderella (Oxford Level 7) curriculum coverage chart

## Links to Oxford Reading Criterion Scale:

- Can read aloud, taking into account . ? ! (READ) [ORCS Standard 3, 2]
- Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ) [ORCS Standard 3, 3]
- Can locate some specific information e.g. key events, characters' names or key information in a non-fiction text. (R) [ORCS Standard 3, 6]
- Can make predictions about a text using a range of clues. (D) [ORCS Standard 3, 7]
- Can confidently relate texts to their own experiences. (D) [ORCS Standard 3, 24]

## ENGLAND The National Curriculum in England: Year 2

<b>Spoken language</b>	Pupils should be taught to listen and respond appropriately to adults and their peers (SpokLang.1) Pupils should be taught to select and use appropriate registers for effective communication (SpokLang.12)
<b>Reading:</b> Word reading	Pupils should be taught to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Y2 ReadWord.2) Pupils should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2 ReadWord.7)
<b>Reading:</b> Comprehension	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2 ReadComp.1iii) Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2 ReadComp.1vi) Pupils should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher (Y2 ReadComp.2i)
<b>Writing:</b> Composition	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) (Y2 WritComp.1i) Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes (Y2 WritComp.1iv) Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about (Y2 WritComp.2i)

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

<b>Listening and talking</b>	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a) When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a)
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a) I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a)
<b>Writing</b>	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) I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate ideas or create new text (LIT 1-25a) By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others (LIT 1-26a)

## WALES Foundation Phase Framework: Year 2

<b>Oracy</b>	Learners are able to retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5) Learners are able to express opinions, giving reasons, and provide appropriate answers to questions (Y2_OracSpea.1) Learners are able to speak clearly to a range of audiences (Y2_OracSpea.6) Learners are able to adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)
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<b>Reading</b>	<p>Learners are able to recall and retell narratives and information from texts with some details (Y2_ReadComp.2)</p> <p>Learners are able to draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4)</p> <p>Learners are able to apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: phonic strategies; recognition of HFW; context clues; graphic and syntactic clues; self-correction, including re-reading and reading ahead (Y2_ReadStrat.4i–4v)</p>
<b>Writing</b>	<p>Learners are able to understand and use language appropriate to writing (Y2_WritLang.1)</p> <p>Learners are able to use simple subject-related words appropriately (Y2_WritLang.2)</p> <p>Learners are able to write for different purposes (Y2_WritMean.2)</p> <p>Learners are able to write text which makes sense to another reader, which may include details and pictures (Y2_WritMean.3)</p> <p>Learners are able to use different types of writing appropriate to purpose and reader (Y2_WritStru.5)</p>

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

<b>Talking and listening</b>	<p>Pupils can listen for information (L1_com_talk.1i)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p>
<b>Reading</b>	<p>Pupils can use visual clues to locate information (L1_com_read.3ii)</p> <p>Pupils can use a range of reading strategies (L2_com_read.2)</p>
<b>Writing</b>	<p>Pupils can express thoughts, feelings and ideas from within their experience using a general vocabulary (L2_com_write.2i)</p> <p>Pupils can write using a given form (L2_com_write.3)</p>