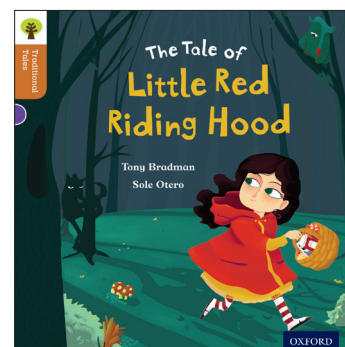


# The Tale of Little Red Riding Hood



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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 very old tale has many versions. In every society, adults tell children stories to teach them about life. This story serves as a warning, to be careful who you trust and not to talk to strangers. It is a journey story of good versus evil and of cleverness overcoming danger.

## Group/Guided reading

### Introducing the story

- Ask the children if they know any of the characters in the story of Little Red Riding Hood. Which would they say were good and which bad?
- Look at the cover of the book and read the title together. Ask: *What do you think might happen in this story?*
- Do they know where the story is set? Are there any clues on the cover?
- Read pages 2 and 3 together. Ask: *Does this sound like the Little Red Riding Hood you know? What are the differences?*
- 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.
- Look at page 7. Notice the repeated **s** grapheme in **YESSSS!** Ask the children to think about how they might pronounce this word. Encourage them to look at the illustration to show how Little Red Riding Hood feels here and how this would affect how she speaks. Ask them to read this sentence out loud, with appropriate emphasis. Ask: *Do you think the text and illustration on this page help make the story feel more modern?*
- Check that the children understand the meaning of the word *nestling* (page 22).

### Returning to the story

- Look at pages 18 and 19 and ask: *How do you think Little Red Riding Hood felt at this point in the story? What was she thinking?*
- Ask: *What modern additions have you noticed in this version of the story?* Encourage them to think about the mobile phone, the picture of the Big Bad Wolf on a website, the woodcutter's truck and the newspaper headline. Ask: *How do the modern aspects of the story help Little Red Riding Hood escape from the Big Bad Wolf?*
- Ask the children to find the grapheme **ph** as they read, for example **phone** (page 5) and **Phew** (page 13). Discuss that in these words the **ph** grapheme is an alternative spelling for /f/.

## Storytelling and Drama

- Help the children to identify which characters speak in the story. Establish that they are Little Red Riding Hood, her mother and the Big Bad Wolf. Together, find examples of where each character is speaking and ask the children to discuss how they think each character would speak and how they would sound. For example, Little Red Riding Hood's mother would sound worried and unsure, Little Red Riding Hood would sound happy and confident. Talk about how characters' feelings will change throughout the story, and how to reflect this in the way they speak.
- Tell the children to work in groups of four. Provide them with copies of the story map available on [www.oxfordprimary.co.uk/tradtales](http://www.oxfordprimary.co.uk/tradtales) to retell the story. Three children should act as the characters of Little Red Riding Hood, her mother and the Big Bad Wolf and one child as the narrator, joining the dialogue together.

## Writing

- Look together at page 21, where Little Red Riding Hood imagines a newspaper report of herself being eaten by the Big Bad Wolf. Draw attention to the snappy headline. If you have discussed newspaper reports previously as a class, recap the main features. Alternatively, you may want to provide examples of newspaper stories for the children to look at and discuss the common features or look at online news websites.
- Read the opening sentence Little Red Riding Hood imagines on page 21, *"Once upon a time," they'd say, "Little Red Riding Hood went to see her Granny, bumped into the Big Bad Wolf, and didn't live happily ever after."* Work together to construct a sentence to follow this summary of events in the newspaper report, going back to the beginning of the story, e.g. 'Little did Little Red Riding Hood know when she left home that fateful morning what lay in store for her.'
- The children should now work independently or in pairs to write the rest of the report. Encourage them to include quotes from interviews, with Granny and the woodcutter. Encourage the children to think about the style of their newspaper reports; sentences can be concise, they should include information about events and use exciting descriptive words.
- When the children have completed their newspaper reports, encourage them to illustrate them. Create a class display or a class newspaper featuring the reports.

## Links to the wider curriculum

### Geography/Mathematics

- Create a map showing how to get from Little Red Riding Hood's house to Granny's cottage. If appropriate, encourage children to draw the map to scale.

### Art and design

- Make a simple card cut-out wolf character. Draw, colour and cut out a granny disguise outfit, with tabs, to fit on to the wolf.

### Music

- Listen to Prokofiev's Peter and the Wolf. Each character in the story is represented by a particular instrument. Can the children identify the wolf?

### PSHE and Citizenship

- Discuss talking to strangers. Talk about people that the children could talk to if they were worried.

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

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# The Tale of Little Red Riding Hood (Oxford Level 8) 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 compare similarities and differences between texts in terms of characters, settings and themes. (D/E) [ORCS Standard 3, 8]

## ENGLAND The National Curriculum in England: Year 2

<b>Spoken language</b>	<p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6)</p> <p>Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)</p> <p>Pupils should be taught to select and use appropriate registers for effective communication (SpokLang.12)</p>
<b>Reading:</b> Word reading	<p>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)</p> <p>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)</p>
<b>Reading:</b> Comprehension	<p>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)</p> <p>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)</p> <p>Pupils should be taught to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (Y2 ReadComp.3)</p>
<b>Writing:</b> Composition	<p>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)</p> <p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes (Y2 WritComp.1iv)</p> <p>Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary (Y2 WritComp.2ii)</p>

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

<b>Listening and talking</b>	<p>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)</p> <p>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)</p> <p>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose (LIT 1-04a)</p>
<b>Reading</b>	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)</p> <p>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)</p> <p>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)</p>
<b>Writing</b>	<p>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)</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features (LIT 1-24a)</p> <p>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)</p> <p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways (LIT 1-28a / LIT 1-29a)</p>

## WALES Foundation Phase Framework: Year 2

<b>Oracy</b>	<p>Learners are able to share activities and information to complete a task (Y2_OracColl.2)</p> <p>Learners are able to listen to others with concentration, understanding the main points and asking for clarification if needed (Y2_OracList.1)</p> <p>Learners are able to retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5)</p> <p>Learners are able to adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)</p>
<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 express views about information and details in a text (Y2_ReadResp.1)</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 write for different purposes (Y2_WritMean.2)</p> <p>Learners are able to follow a structure in their writing with support (Y2_WritStru.1)</p> <p>Learners are able to organise writing with a beginning, middle and end (Y2_WritStru.4)</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 Level 2

<b>Talking and listening</b>	<p>Pupils can identify the main points of conversations and explanations (L2_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 a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</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 show a sense of structure and organisation (L2_com_write.2ii)</p> <p>Pupils can write using a given form (L2_com_write.3)</p>