

## Sleeping Beauty

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| <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught:<br/><i>Prediction, Questioning, Clarifying, Summarising</i></li> </ul> | <p><b>Decodable words</b></p> <p>asleep, clippers, cobwebs, fast, free, help, man, pick(ed), sharp, stuck, then, thick, thorns, way, woke</p> <p><b>Tricky words</b></p> <p>adventure, ate, beauty, began, bushes, door, everything, everywhere, knows, over, these, what, working</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p> |
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Summarising*) Find out what children already know about the original story of 'Sleeping Beauty'. Retell the main points together.
- C** (*Prediction*) Look briefly at the pictures together and ask the children if they think this is the same story.

#### Strategy check

Remind the children to break up words into syllables to read new words.

#### Independent reading

- W** Ask children to read the story. Notice the way that children attempt to read compound words, e.g. 'blackberries', 'cobweb'. Praise them for noticing that there are words within words.
- W** As you listen, ask them questions. Ask: *What two letters have been added to the word 'prince' to make 'princess'?*

**Assessment** Check that children:

- use a variety of strategies to work out new words
- use the sense and grammar of the sentence to decipher new words.

#### Returning to the text

- C** (*Clarifying*) On page 24, ask: *Why did Biff say 'He's no Sleeping Beauty!'?*
- W** Ask children to find words with the long 'ee' vowel sound: 'key' page 7, 'these' page 8, 'free' page 10, 'need' page 12. Notice the different spelling patterns. Can they find words with the short 'i' sound ('prince', 'big', 'kiss', 'magic')?
- C** (*Questioning, Clarifying*) On page 17, ask: *Why is there dust on everything? What makes cobwebs?*
- C** (*Clarifying*) Turn to pages 19 and 20. Ask: *Why didn't the prince know what to do next? Why did Kipper know what to do?*

### Group and independent reading activities

**Objective** Retell stories, ordering events using story language. Recognise the main elements that shape different texts.

- C** (*Clarifying*) Find and read the traditional 'Sleeping Beauty' story to the children.

- Discuss with the children the type of language used in the traditional version, e.g. ‘Once upon a time...’, ‘lived happily ever after...’
- Ask the children to pick out the traditional elements of the story, e.g. wicked fairy, king and queen, princess, castle, being asleep for a hundred years, handsome prince.
- Ask the children to contribute ideas to a retelling of the Oxford Reading Tree version of the story from page 8 onwards, using story language, e.g. ‘Once upon a time some children were in a wood when they saw a man caught up in a thorny bush...’

**Assessment** Can the children suggest events in the right order? Do they use story language?

**Objective** Use syntax and context when reading for meaning. Recognise alternative ways of pronouncing the graphemes already taught.

- C** Read the story to the children while they follow the text.
  - On each page make a simple mistake that affects the sense of the story, e.g. read ‘brushes’ for ‘bushes’ on page 2, ‘mix’ for ‘mind’ on page 3.
  - Let the children enjoy noticing and correcting your mistakes.
  - Talk about the way the meaning changes or doesn’t make sense.
- W** Discuss how the vowel phoneme sound changes in ‘bushes’ and ‘brushes’ and ‘mind’ and ‘mix’.

**Assessment** Do children recognise how a word changed in a sentence will change the meaning?

**Objective** Identify the constituent parts of two-syllable and three-syllable words to support application of phonic knowledge and skills.

- W** Give children two minutes to scan the whole book and find the longest word they can.
  - Make a list of the words on the board, and either ask a volunteer to demonstrate how to read them by splitting them into syllables and sounding and blending phonemes all through each syllable, or model this yourself.

**Assessment** Are children able to recognise the number of syllables in a word?

## Speaking, listening and drama activities

**Objective** Explore characters through improvisation and role-play.

Act out their own and well-known stories, using voices for characters.

- Invite children to take on the roles of the princess, the prince and each of the children.
- As the narrator, retell the story, prompting characters to speak, e.g. ‘The children were picking blackberries, Wilma said...’
- Let the children make up what their characters said as long as it makes sense in the story.
- Encourage children to speak their roles with expression, adopting appropriate voices.

## Writing activities

**Objective** Create short simple texts on paper that combine words with images.

Compose and write simple sentences independently to communicate meaning.

- Reread and discuss the story from page 8 to the end.
- Ask the children to draw a sequence of three or four pictures showing how the prince found the princess, e.g. prince stuck in thorns, prince cutting way through thorns, prince reaching castle, prince finding and kissing the princess.
- Make the sequence into a zig-zag book.
- Encourage children to write one or two sentences describing each picture.

**Assessment** Did the children order the events logically?

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