

Cinderella



Cinderella Teachers' Notes

Learning objective: Year 1, 5c: Identify constituent parts of two- and three-syllable words to support application of phonic knowledge

Key words: stepmother, stepsister, beautiful, carriage

Cross-curricular/theme links: Traditional stories

Genre: Fiction

NC level: Approximately Level 1B

Assessment: AF1, Level 1: Decode familiar and some unfamiliar words using blending as the prime approach

Word count: 435

Getting started

Look at the cover together. Ask: 'Do you know the story of Cinderella?' If the children are familiar with the story, briefly recap the main points as a group. Then ask the children to clap out the syllables in 'Cinderella'. Model how to break the word up into syllables and sound out each syllable in turn to read the word. Remind the children to use this strategy when tackling long words in this story.

Guided reading

Pages 2-3: Can the children break up 'stepmother' and 'stepsisters' up into syllables, to help read these words? Ask: 'How can we tell from the story that the stepmother and stepsisters were not sweet and kind?'

Pages 4-7: Ask the children to look out for more evidence about the stepmother's and stepsisters' behaviour. Remind them to look at the pictures as well as the words! On page 7, ask: 'How do you think Cinderella felt about not being allowed to go to the ball?'

Pages 8-10: Remind the children to keep using their phonic knowledge to help them read new words. Help them with 'carriage' if necessary. On page 10, ask: 'How does Cinderella feel now?'

Pages 11-13: Ask: 'Why do you think everyone turned to look at Cinderella? Why did the prince want to dance with her?'

Pages 14-16: Ask: 'How do you think Cinderella's stepmother and stepsisters felt at the end of the story?'

Speaking and listening

- In groups, the children could act out the story. They could perform it for another class, or at assembly.

After reading

Use these questions to help children talk about the story.

- What was life like for Cinderella before she went to the ball?
- How did Cinderella feel at the start of the story? How did she feel at the end?
- Can you retell the story in your own words?

Reading into writing

Children could make a 'Wanted' poster for the stepmother or stepsisters, with a picture and a description of some of the bad things they did.

Book quiz for children

- 1 What sort of work did Cinderella's stepmother and stepsisters make her do?
- 2 What colours were the dresses that Cinderella made?
- 3 What did the fairy godmother use to make a carriage for Cinderella?

Support for less confident readers

Break up the story into several shorter sections, to help less confident readers tackle it. For example, you could split it into three sessions: pages 2-7, pages 8-12 and pages 13-16.

Extension for more confident readers

Children could plan and write a short playscript for one scene in the story. They could base this on their drama work in the Speaking and Listening session.