

Retelling the story aloud

- Below is a very simple version which younger children can learn communally and then use as a basis for their own retelling. The choral performance could be used as an assembly piece or in a 'storytelling festival' for other classes.
- In preparation for retelling, draw a story map (see example on page 6) for the story. The flowchart on the opposite page could be used for a basis.

Once upon a time there was Granny, who decided to make a gingerbread man. First she rolled out the gingerbread. Next she put in the eyes. Finally she popped the gingerbread man into the oven. Soon she could smell the gingerbread man cooking. Mmmmmmm!

As soon as she opened the oven door, the gingerbread man ran out of Granny's cottage!

"Stop, stop, little gingerbread man!" shouted Granny.

But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me, I'm the gingerbread man."

So Granny followed the gingerbread man down the street till he came across a goat.

"Stop, stop, little gingerbread man!" bleated the goat.

But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me, I'm the gingerbread man."

So Granny and the goat followed the gingerbread man down the lane till he came to a pig's sty.

"Stop, stop, little gingerbread man!" grunted the pig.

But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me, I'm the gingerbread man."

So Granny, the goat and the pig followed the gingerbread man down the lane till he came to a river. Unfortunately, the gingerbread man could not swim.

However, Mr Fox was waiting by the river. "I'll take you across," shouted Mr Fox. "Jump on to my ears." So the gingerbread man jumped on to Mr Fox's ears. Mr Fox swam and he swam and he swam but the gingerbread man was getting wet. So he scrambled onto Mr Fox's nose and the fox ate him up – in – one – big – gulp!

From telling to writing

- Once the children can tell the simplified version of the story, watch Taffy Thomas's version and discuss how he has developed the telling. Now use his example to innovate on the story by adding in children from the class instead of animals. Set it in your own locality. If you take digital photos and make little cards with the children's faces then use Velcro, each day you can have different children in the story by sticking their faces onto the map at the relevant places.
- Explore varying the prepositions, for example *under* the hedge, *over* the field, *across* the road, *into* the fox's mouth!