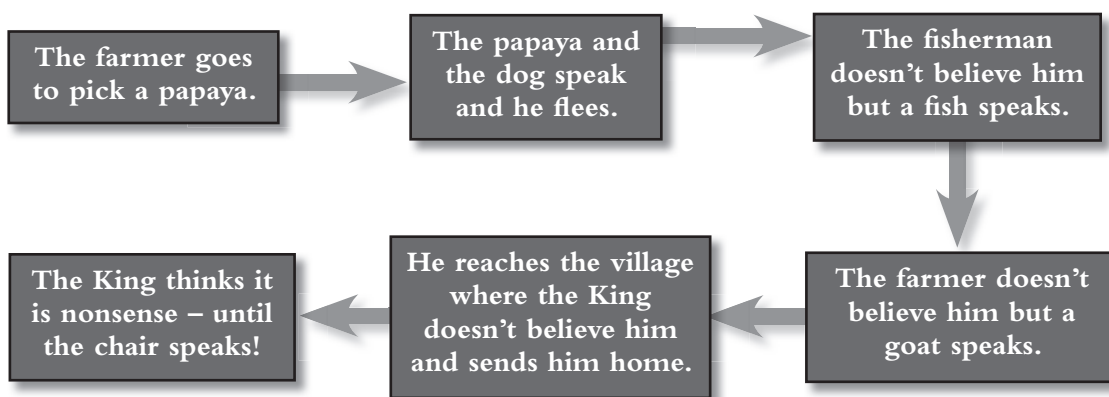


Retelling the story aloud

- This story is simple enough to be learned word for word as a communal retelling. Once the class know the story, move into story circles where it can be passed round the circle and then into pairs.
- Let the children prepare a good retelling in pairs and then teach other pairs in a different class so that you end up with groups of four who know the story and can retell in other classes – thereby aiming to spread the story across the school!
- Display the following flowchart to help the children learn the story.



From telling to writing

- Once the children can tell the story fluently, encourage them to start writing down their own version of the story.
- This would make a good story for the children to embellish and add in more description and characterisation. But it could also form the basis of developing an interesting ghost story by using the underlying theme of ‘objects come alive and speak’.
- To help the children invent a ghost story, tell them to start with a character who is doing something in an everyday setting. However, gradually he/she notices that things are coming alive. Perhaps, at first, it is very slight (for example, an eye on a photo winks) and the character is not sure what is happening. However, it increasingly becomes more stated till in the end a ghostly message appears on a computer screen. The poor character tells someone else (such as a policeman) and is not believed. End the story with the policeman suddenly seeing or hearing something ghostly happening ...

Mr Jenkins took off his police helmet and began to make himself a cup of tea. He couldn't help thinking about the poor man who reckoned that he had seen and heard things. Ghosts, indeed!

It was at that moment, that the kettle began to glow and its spout turned towards Mr Jenkins, widening into the shape of a metallic mouth. Then it spoke!