King Arthur Needs You!

Author: Chris Baker
Illustrator: Yannick Robert
Teaching Notes author: Gill Howell

Synopsis

This story is an interactive adventure. The reader is the central character and has to choose to become either one of King Arthur’s knights or Merlin’s apprentice. The reader then makes choices during the story of where he or she wants the adventure to go by choosing which page to go to next from given options. When one adventure finishes, the reader returns to the beginning to choose a different adventure.

Group or guided reading

Introducing the book

- **(Questioning, Clarifying)** Look at the front cover and read the title. Invite the children to read the explanation from the author on page 3.
- Check they understand the interactive nature of the book by reading pages 4 and 5 together.

Strategy check

- Point out the word ‘apprentice’ on page 5. Explain that the ending sounds like ‘iss’. Encourage them to break this and other longer words into chunks to help them work out unfamiliar words.
- Remind the children to use the sounds of letters to work out new and unfamiliar words. Ask them to suggest other strategies for working out words if they are unsure.
- If the children meet words where the meaning is unclear, remind them to read the whole sentence and work out the meaning from the context.

During reading

- **(Clarifying)** Invite the children to read the opening of the story again and make a choice from the two options on the signposts.
- As the children read independently, listen to them in turn and prompt as necessary. Note the strategies used to decode words.

Independent reading

**Objective:** Increase familiarity with a wide range of books and retell some of these orally.

**(Summarising)**

- Ask the children, while they read, to make a note to remind them what the main events were in their chosen adventure.
- When the children have read the first adventure, ask them to return to the beginning and choose the other option and to make notes of the main events.
- Invite them to share their notes. Ask them what the main events in each adventure were. Have they all made the same or similar notes?
Discuss how their choices affected the order of the events. Did their choices make a difference to their enjoyment or understanding of the story?

**Assessment:**
- Can the children put the events into a logical sequence?

**Returning and responding to the text**

**Objective:** Identify how language, structure, and presentation contribute to meaning.

*(Imagining, Summarising)*

- Invite the children to say which adventure, or part of an adventure, they enjoyed most and why.
- Ask the children to focus on the Lady of the Lake with a partner. Ask them to look again through the book and find what part she played in all the adventures. Ask them to share their findings and say how important her character is in the story.
- Discuss the ‘villains’ in the story (the dragon, the giant and Sir Foulplay) and ask the children if any of them were real villains or just misunderstood. Which villain did they enjoy reading about most?
- Invite the children to summarise the adventure they enjoyed most to their partner.

**Assessment:** Check that the children:
- can find evidence in the text to support their ideas about each adventure
- can identify how important a character is to the story.

**Speaking and listening**

**Objective:** Participate in discussions, presentations, performances and debates.

- Arrange the children into small groups and choose an adventure from the story involving either the giant, the dragon or Sir Foulplay. Ask them to share roles and work out how to role-play the adventure.
- When they have had sufficient time to discuss and rehearse, invite each group to perform their role-play for the others.

**Assessment:**
- Can the children discuss and plan a role-play, listening to and involving all group members?

**Writing activities**

**Objective:** Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.

- Ask the children to work in pairs and plan a simple interactive story based on the structure of *King Arthur Needs You!*
- Ask them to make notes together for a simple adventure story where the main character has two choices. Tell them to use either the first person or the third person consistently.
- Invite the pairs to share their ideas with the others and to compare their ideas.
- Encourage them to write a full draft of their interactive story. The children in the pair could write the beginning together, then each pair member could write a different choice individually.
Assessment:
- Can the children collaborate to plan the story?

Cross-curricular links

Literacy
- Research King Arthur and the Knights of the Round Table.
King Arthur Needs You! (Oxford Level 13)
curriculum coverage chart

**Links to Oxford Reading Criterion Scale:**
- Can explain how and why main characters act in certain ways, using evidence from the text. (D) [ORCS Standard 4, 6]
- Can identify reasons for actions and events based on evidence in the text. (D) [ORCS Standard 4, 16]
- Can sometimes use clues from action, description and dialogue to help establish meaning. (D) [ORCS Standard 4, 22]

**Comprehension strategies**
- Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they read, in books they can read independently. In these Teaching Notes the following strategies are taught: *Questioning, Clarifying, Summarising, Imagining*

### ENGLAND The National Curriculum in England: Years 3–4

<table>
<thead>
<tr>
<th>Spoken language</th>
<th>Pupils should be taught to participate in discussions, presentations, performances, role-play, improvisations and debates (SpokLang.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading:</strong></td>
<td>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally (Y3/4 ReadComp.1iv)</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Pupils should be taught to understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning (Y3/4 ReadComp.2vi)</td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td>Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3/4 WritComp.1i)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Listening and talking</th>
<th>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)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)</td>
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<td></td>
<td>I can share my thoughts about structure, characters and/or setting [...] and comment on the effective choice of words and other features (ENG 1-19a)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings (ENG 1-31a)</td>
</tr>
</tbody>
</table>

### WALES Programme of Study for English: Year 3

<table>
<thead>
<tr>
<th>Oracy</th>
<th>Learners are able to keep in role and support others in role play (Y3_OracSspe.7)</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Learners are able to read aloud using punctuation to aid expression (Y3_ReadStrat.4)</td>
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<tr>
<td></td>
<td>Learners are able to identify different purposes of texts, e.g. to inform, instruct, explain (Y3_ReadStrat.7)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Learners are able to note down ideas to use in writing (Y3_WritMean.4)</td>
</tr>
</tbody>
</table>

### NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 2

<table>
<thead>
<tr>
<th>Talking and listening</th>
<th>Pupils can take part in role-play, interacting with others (L2_com_talk.1ii)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Pupils can recognise some forms and features of texts (L2_com_read.4)</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Pupils can talk about what they are going to write and how they will present their writing (L2_com_writ.1i)</td>
</tr>
</tbody>
</table>
You are King Arthur! Arthur: [Arthur is dying] Perceval, take Excalibur. Find a pool of calm water. Throw the sword into it. Perceval: No! Arthur: Obey me, Perceval. Do it, and return. Arthur: [Perceval returns after not throwing the sword in] When you cast it in, what did you see? Perceval: I saw nothing but the wind on the water. Arthur: [standing up and drawing Excalibur threateningly] WERE I NOT KING, I WOULD MAKE YOU PAY WITH YOUR LIFE FOR WHAT YOU'VE SAID! Guenevere: Will you not champion me? Arthur: I cannot! I am your King, and I must be your judge in this. Lancelot must do it. He also stands accused. I decree - that at sunrise, two days from now, the champions will meet, and the truth shall be known.