Early childhood literacy resource

Room on the broom

Links to the Early Years Learning Framework

Learning outcome 5: Children are effective communicators	
Key component: Children engage with a range of texts and gain meaning from these texts	This is evident when children: • take on roles of literacy and numeracy users in their play • actively use, engage with and share the enjoyment of language and texts in a range of ways •

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Learning focus

Oral language

When responding to stories, young children develop oral language skills through discussing, explaining and imagining. Adults talking about pictures, asking questions and encouraging young children to talk about what they have seen and heard develops oral language skills which support literacy and numeracy skills.

Resources

Text

Donaldson, J 2001, Room on the broom, MacMillan Children's Books, London.

Story video link

Room on the Broom (Julia Donaldson) | Read Aloud Children's Story (YouTube, Family Pinboard)

youtube.com/watch?v=jCnY5ju15oY

Engaging with the text to support learning

Step 1. If you have this book at home, encourage your child/children to predict what the story is about from the cover. If not use the suggested video link and watch the story together.

Step 2. Read/watch the story and encourage your child/children to join in the refrain, 'Is there room on the broom?'

Step 3. Here are some questions to ask your child/children about the story.

1. Who were the characters in the story? (witch, cat, dog, bird, frog, dragon)
2. What happened when the frog jumped for joy? (the broom broke)
3. Where did the witch and the animals travel on the broom?
4. How do you think the dog and the cat felt when the strong wind blew? (scared) What makes you think that? (look for child's explanation/justification)

Responding to the text to support learning

- Encourage your child/children to help retell the story by making the characters with playdough or puppets using drawings attached to a stick or cardboard. As the story is retold, place emphasis on the rhyming words and explain that they end with the same sound. Encourage your child/children to listen for words that sound the same. Examples of rhyming pairs in this story are: hat/cat/plait, grinned/wind, cat/spat/hat, ground/found, claws/jaws/paws, said/head, room/broom, on/gone, flew/blew.

Taking the learning further

- Retell the story with your child/children, encouraging them to think of sound effects for the wind blowing, rain splattering, frog hopping etc.
- Make a map of all the places the characters visit using sheets of paper taped to a table. Encourage your child/children to create the details for each part of the story, for example: bushes, pond, mud, mountains using empty containers and play objects.

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- Invite your child/children to gather sticks outside to make their own brooms. Once collected, ask your child/children to put the sticks on a length of fabric and sort them out from shortest to longest. Observe the problem-solving your child/children use, for example: What do they do with or say about fatter sticks and twisted or bent sticks?
- Encourage your child/children to make their own witch's potion using eye droppers of food colouring, teaspoons of vinegar and bicarb soda (to create a frothing effect- do this outside).
- Encourage your child/children to use their imaginations and think about what special powers they might have with a wand and magic potion.
- Create a retelling of the story using a broomstick and soft toys.

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