

Goldilocks and the 3 Bears

This traditional fairy tale naturally supports role play, voice intonation and the use of props to 'tell the story'.

Song

This [video version](#) of the story, using song, provides:

- lots of repetition of key words in a predictable sequence;
- simple visuals against an uncluttered background, making the story easier to follow;
- a slow pace, along with the repetition of words making it easier to sing/sign along; and
- an excellent opportunity to use props to bring the story to life.

Cueing in...

Choose an appropriate prop from the story as your cueing in tool e.g. a Goldilocks doll or a bear, a wooden spoon, a porridge bowl, etc. A picture from the book or a visual symbol could also be used. Show this each time you plan to listen, sing or watch the story.

Something that's easy to hold can be useful for children who may like to hold onto an object throughout the story.

Accessibility

Consider the best way to support the child to access the story.

A board book has easier pages for a child to turn independently. Using ribbon tabs can also help with page turning.

Audio books with props can help to include children with sensory impairments in story time.

For a child who may not be motivated by books, try watching a video of the story first like [CBeebies - Mr Tumble](#). Introduce the book when the story and characters are familiar.



Communication and Language

This story has a predictable pattern of repetitive phrases which can encourage children to join in. These repetitive phrases can be recorded on a BIGmack switch or a talking tin to include children who may be pre-verbal or reluctant speakers.

Add key Makaton signs to go with the song 'When Goldilocks went to the house of the bears'.

Explore the language of feelings through the characters. Focus on happy, sad, angry and scared using ideas from [Play Ideas: Mirror Play](#).



A Sensory Touch

For an added sensory element to the story try:

- Making a porridge tuff tray with a range of spoons and bowls for exploring, stirring and pouring.
- Using a 'touch and feel' version of the book.
- Signifying the characters using wool for Goldilocks' hair, fur fabric for the bears, etc.

Props and Visual Supports

Props and visual supports can be used in various ways:

- Visual symbol grid to point to during the story.
- Objects of reference to use along with the story.
- A song board with visual symbols to support a sing-along.



Movement Ideas

Add actions to the story e.g. stirring the porridge, blowing on the porridge, going for a walk, jumping on the bed, etc.

Finish

Remember to prepare the child to understand that the activity is about to end. Use phrases like 'last one', 'one more, then finish' or something similar. If props are used, involve the child in putting them back into the box/bag they came from. If you feel the child is giving you cues that they are ready to finish earlier, use your finish routine to support this.