



Standard 1 Overview

We hope you find these Pre-Key Stage Standard suggestions useful. Please be aware that the suggestions and resources mentioned are potential ways to check understanding relating to the relevant strands. Other resources may be needed in addition to those suggested.

Strand A

Indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'

- Adult Teaching Suggestions
- I Spy with My Little Eye Activity
- Gingerbread Man eBook
- Gingerbread Man Stick Puppets
- Airport Can You Find Poster
- Farm Can You Find Poster
- Swimming Pool Can You Find Poster

Strand B

Show anticipation about what is going to happen (e.g. by turning the page).

- Adult Teaching Suggestions
- At the Circus Sequencing Cards
- The Zoo Vet eBook

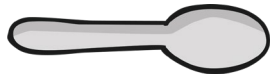
Strand C

Join in with some actions or repeat some words, rhymes and phrases when prompted.

- Adult Teaching Suggestions
- If You're Happy and You Know It Song PowerPoint
- If You're Happy and You Know It Flashcards
- Old MacDonald Had a Farm Stick Puppets
- Little Red Riding Hood Page Stick Puppets
- The Enormous Turnip Role Play Masks
- The Enormous Turnip eBook

'I Spy' Checklist

spoon



beach ball



hand



bee



balloon



carrot



mouse



shorts



sock



tractor



teapot



dog



envelope



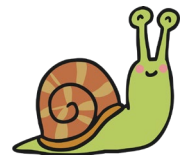
lighthouse



fairy



snail



mouth



queen



'I Spy' Checklist

panda



Cup and saucer



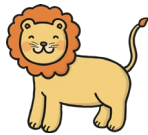
jam



penguin



lion



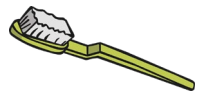
grapes



bath



toothbrush



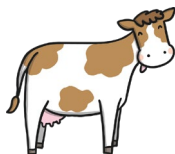
umbrella



dolphin



cow



teddy



flag



kite



moon



fire



clock



giraffe



'I Spy' Checklist

key



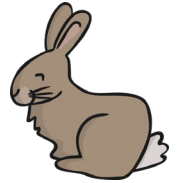
football



tie



rabbit



train



shoe



tap



monkey



frog



telephone



sun



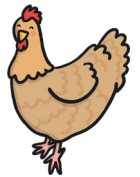
apple



present



chicken



pen



deckchair



cloud

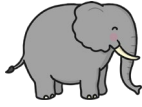


fork



'I Spy' Checklist

elephant



burger



watch



sheep



hook



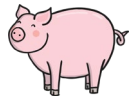
fox



hat



pig



bus



boat



butterfly



zebra



tomato



cake



dinosaur



cat



bird



knife



chair



parrot



banana



pirate



log



'I Spy' Checklist

spoon



beach ball



hand



bee



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mouse



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'I Spy' Checklist

panda



cup and saucer



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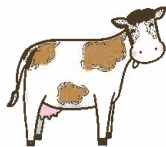
umbrella



dolphin



cow



teddy



flag



kite



moon



fire



clock



giraffe



'I Spy' Checklist

key



football



tie



rabbit



train



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bird



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chair



parrot



banana



pirate



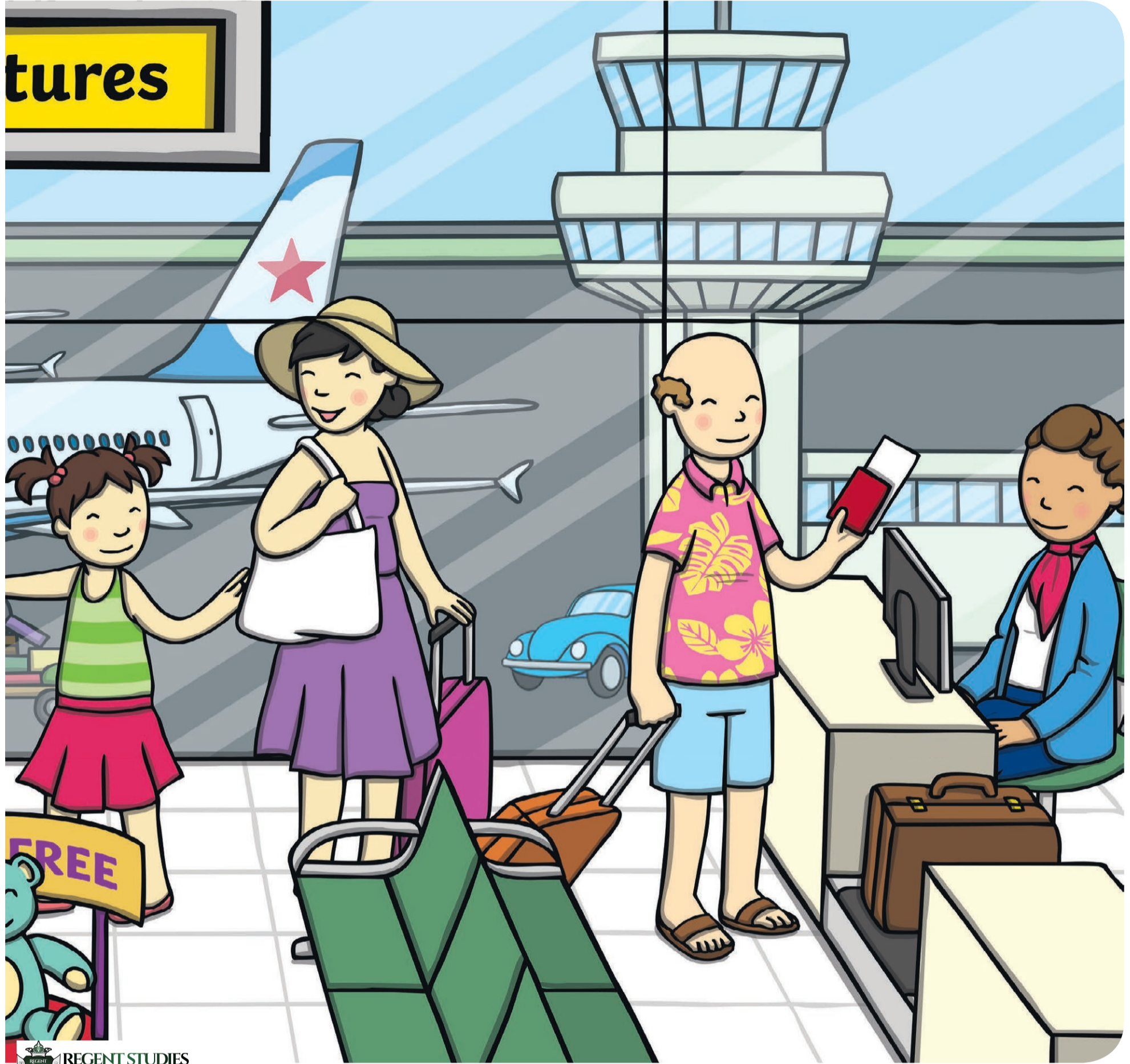
log



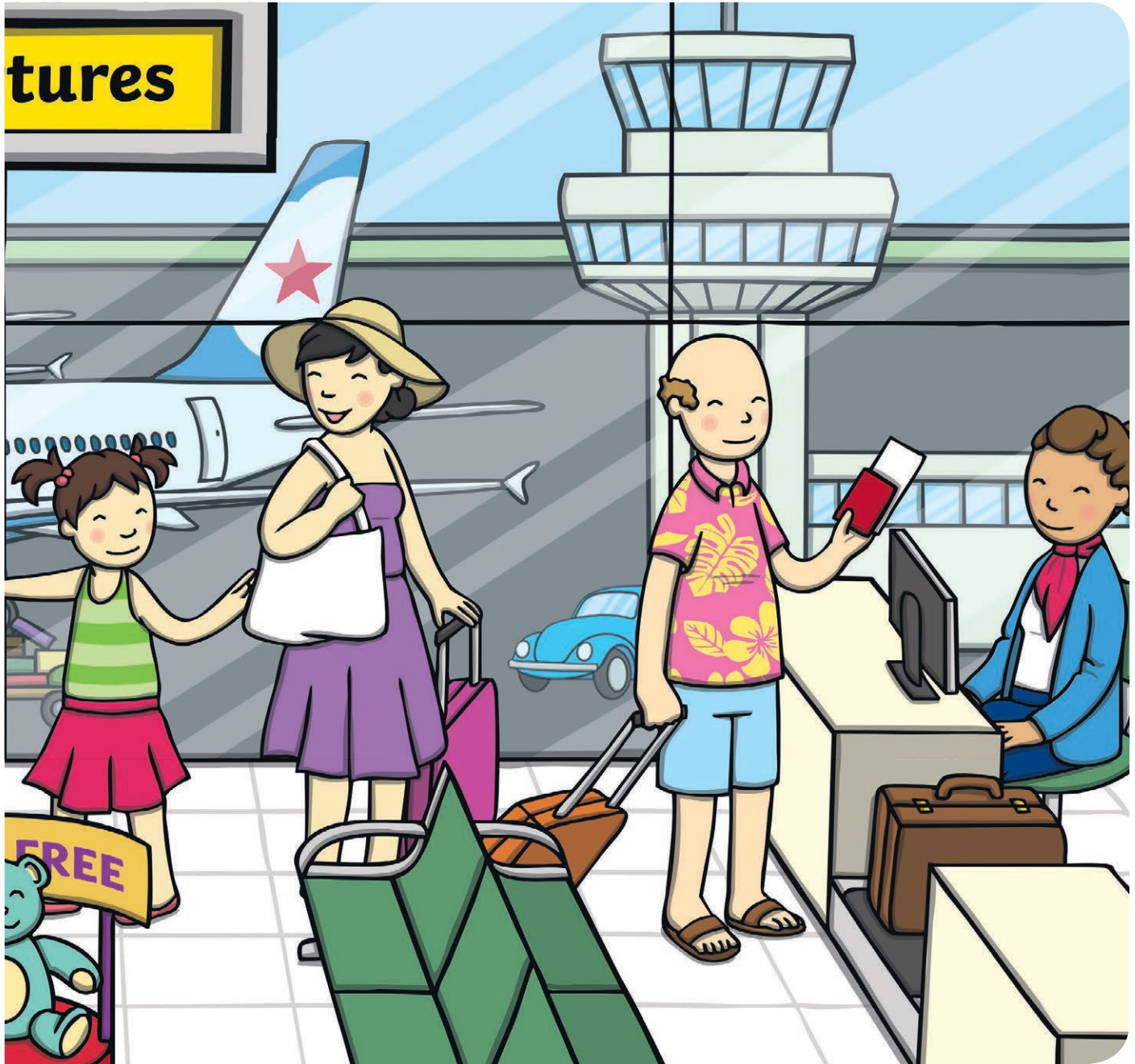
I spy with my little eye











Departu



tures







Departures



Departures

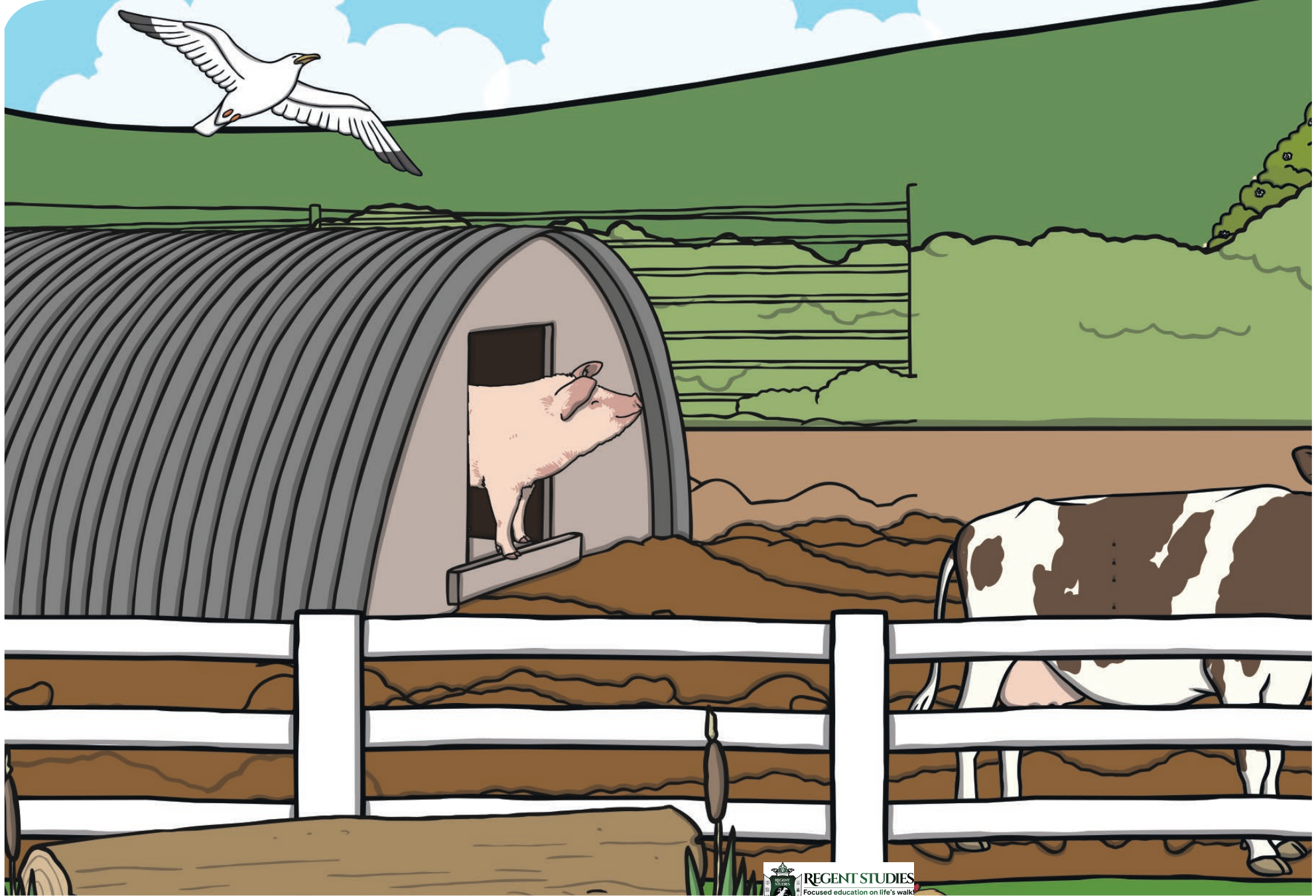


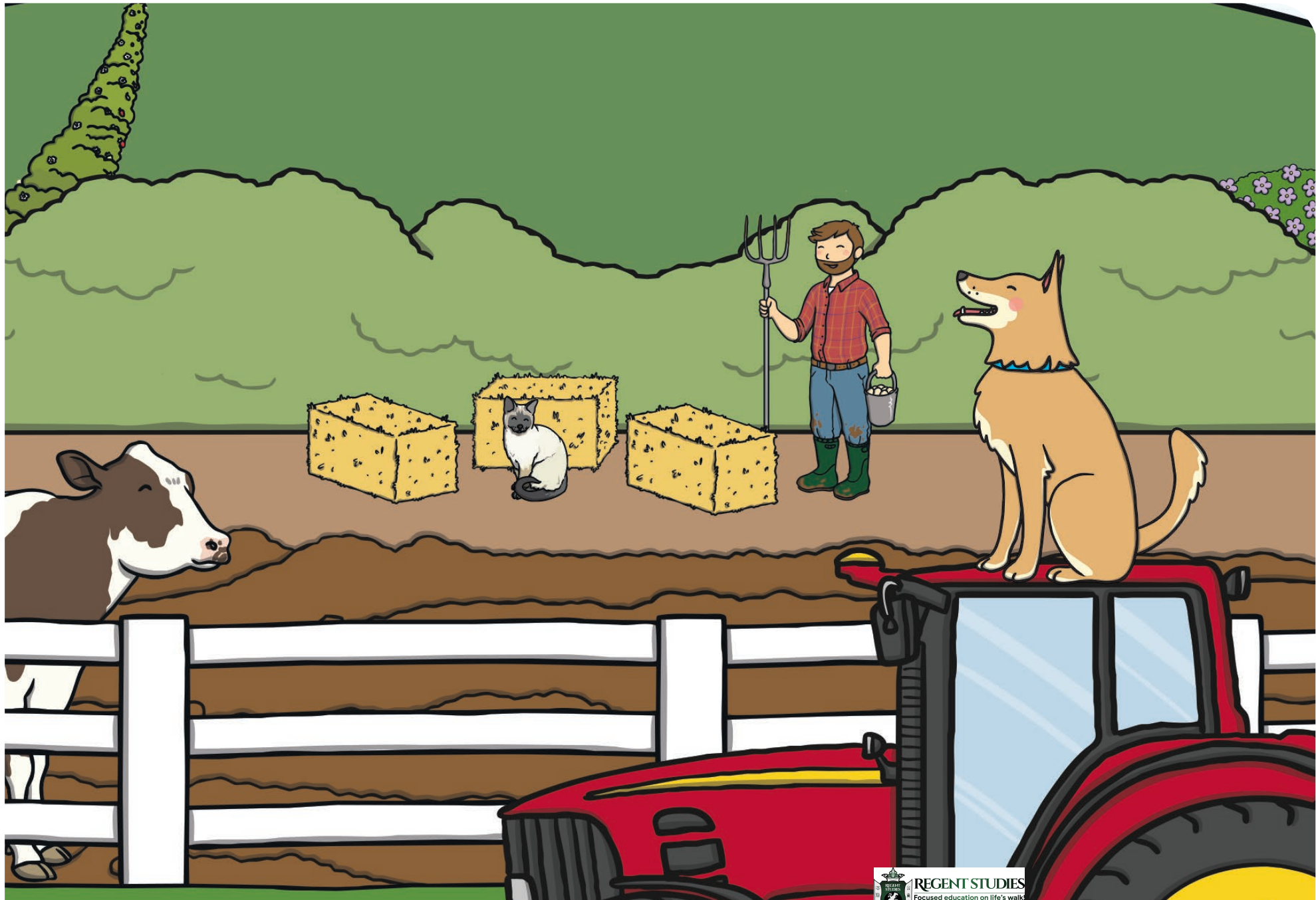


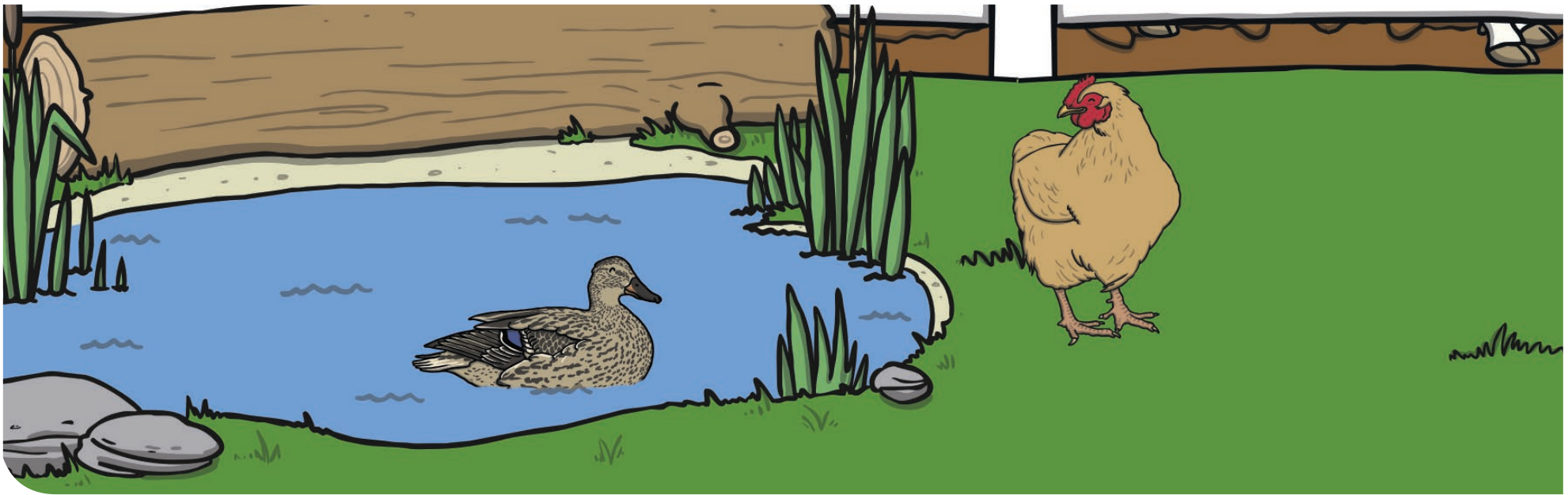










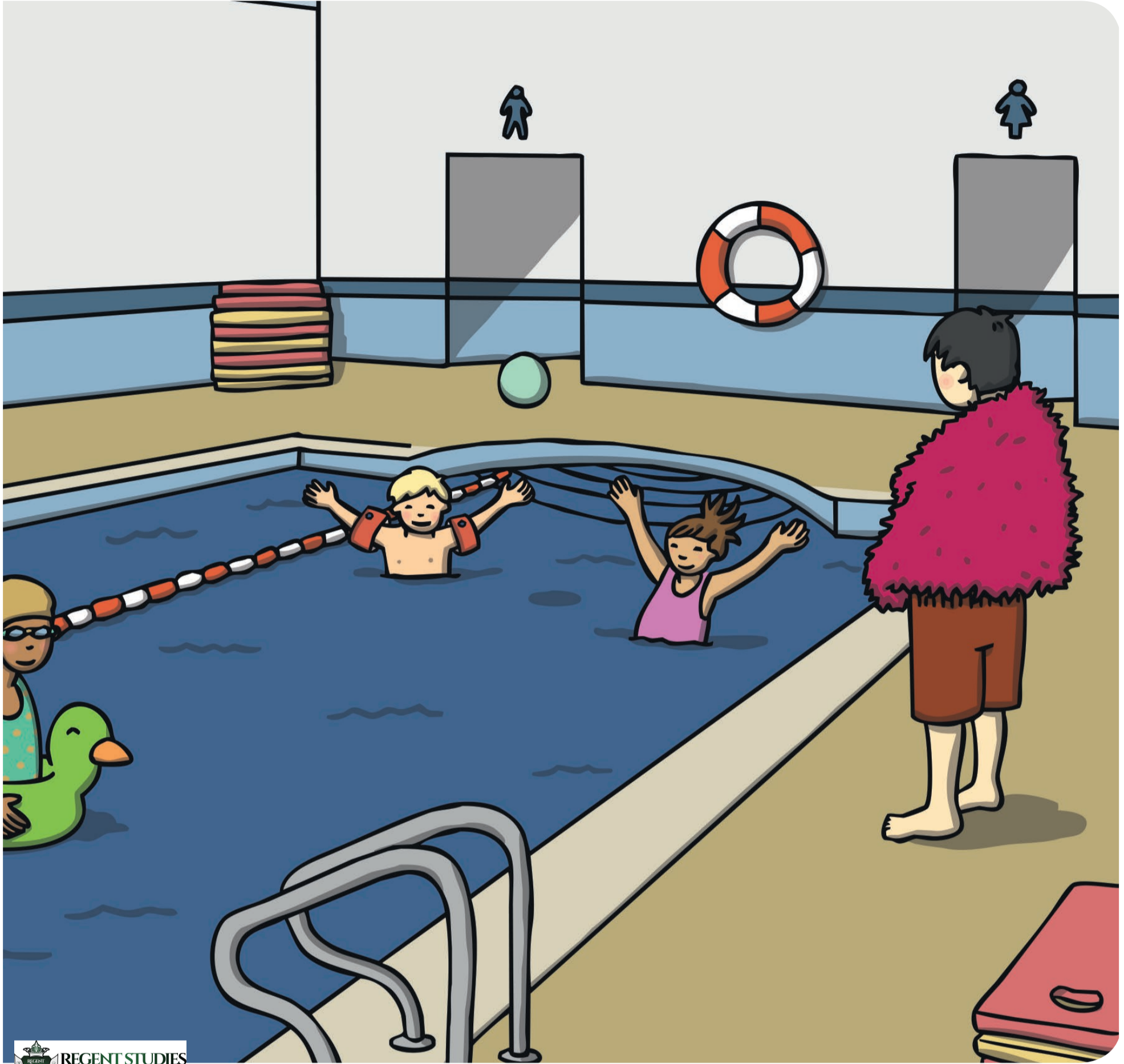




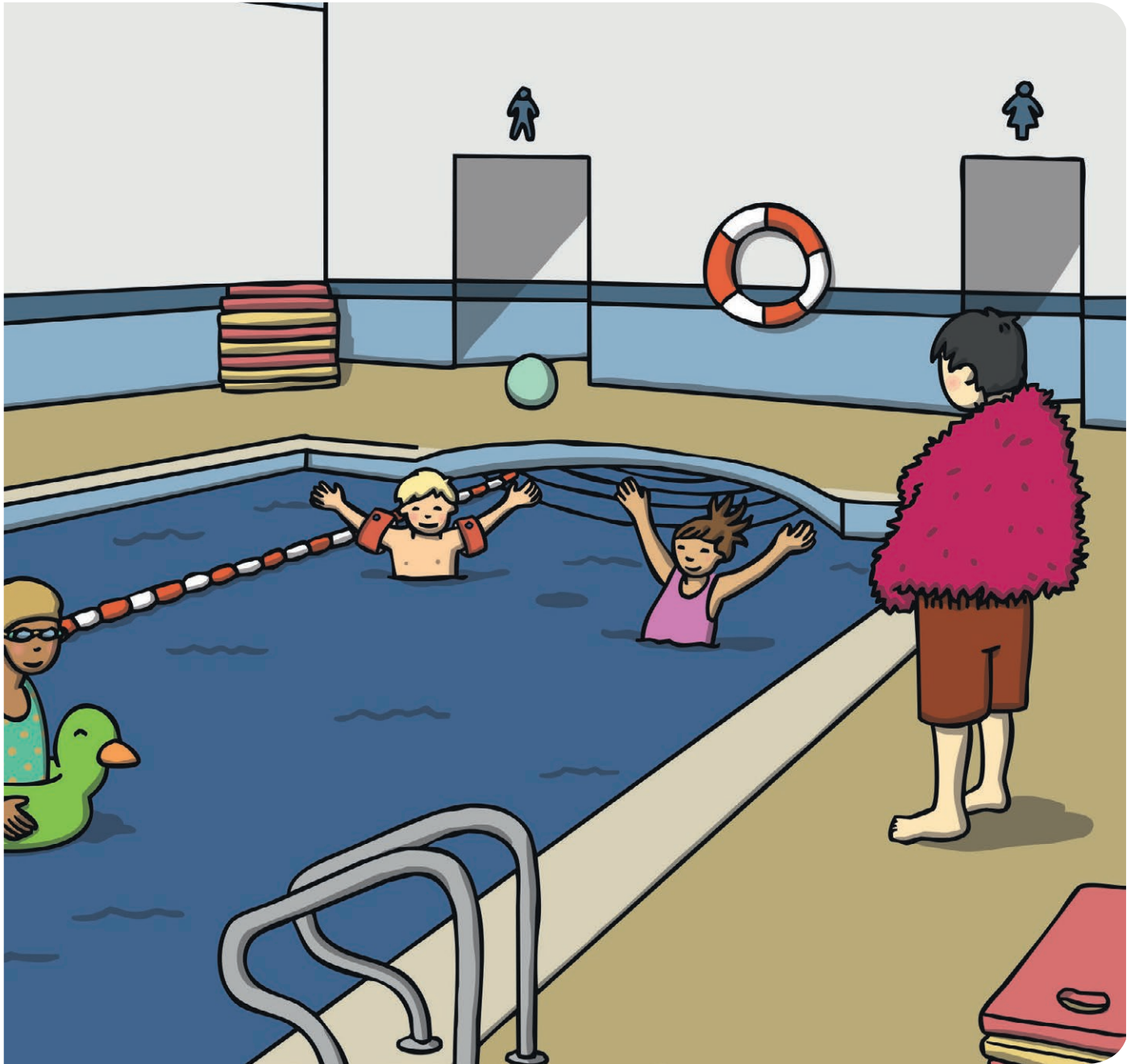




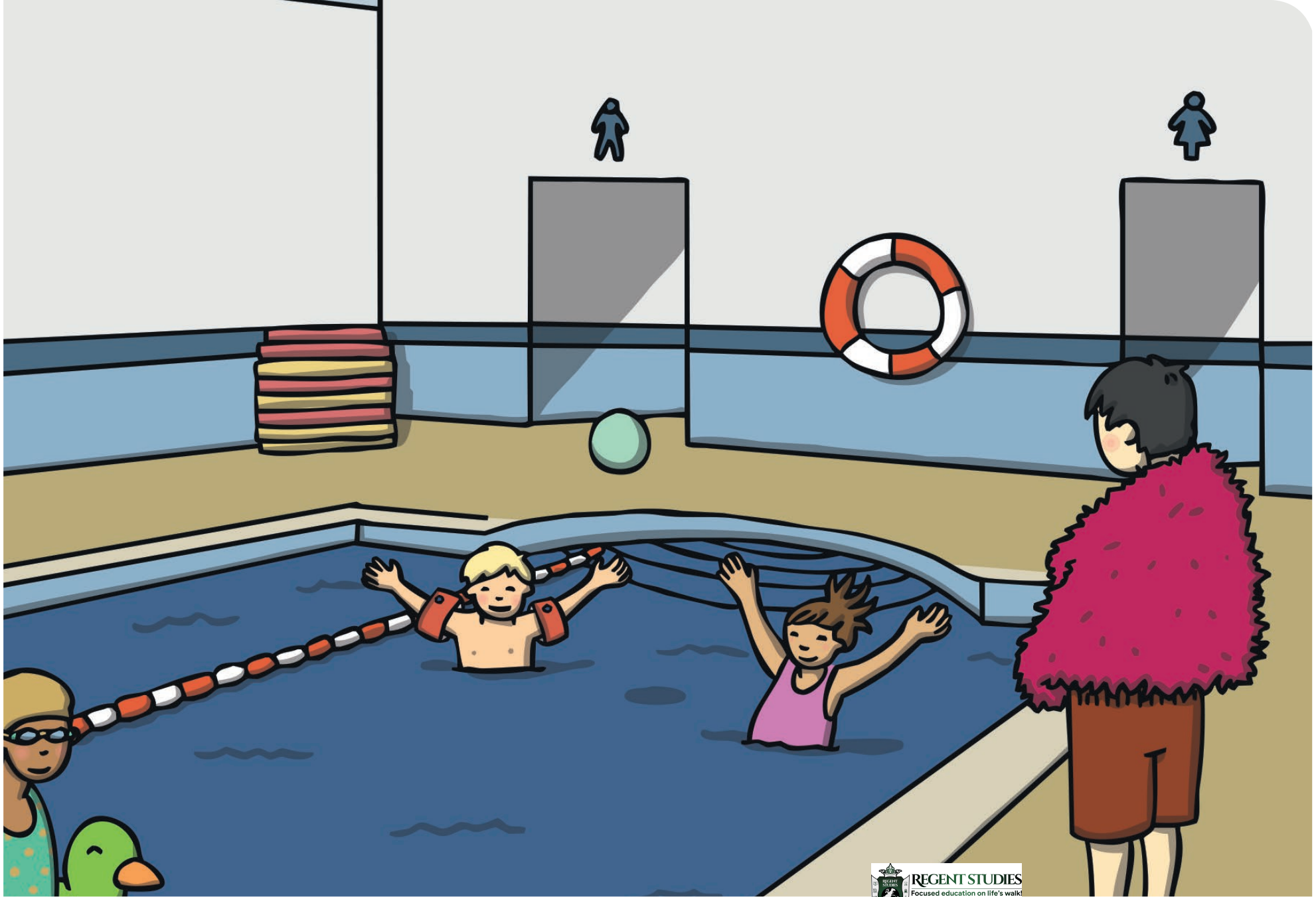


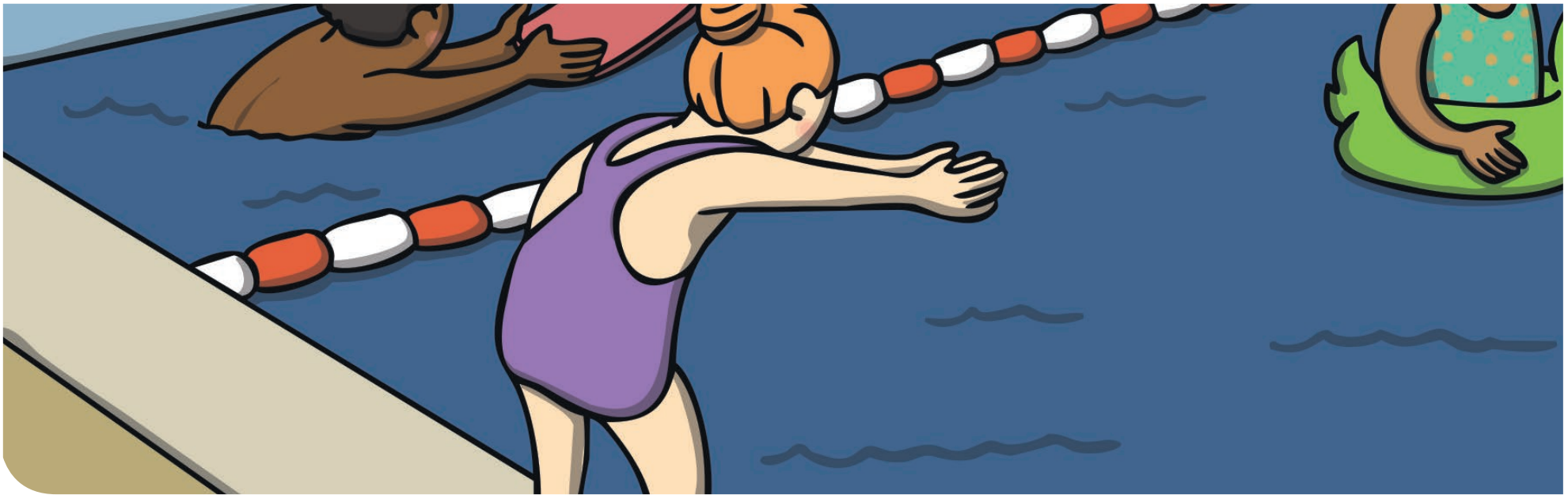


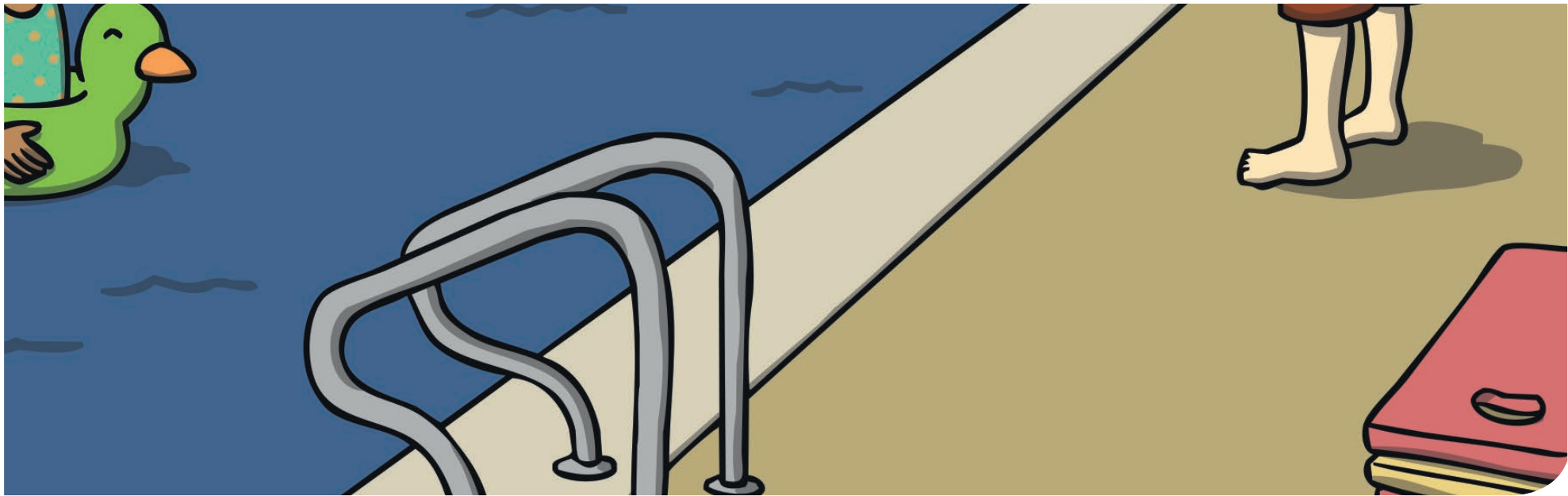


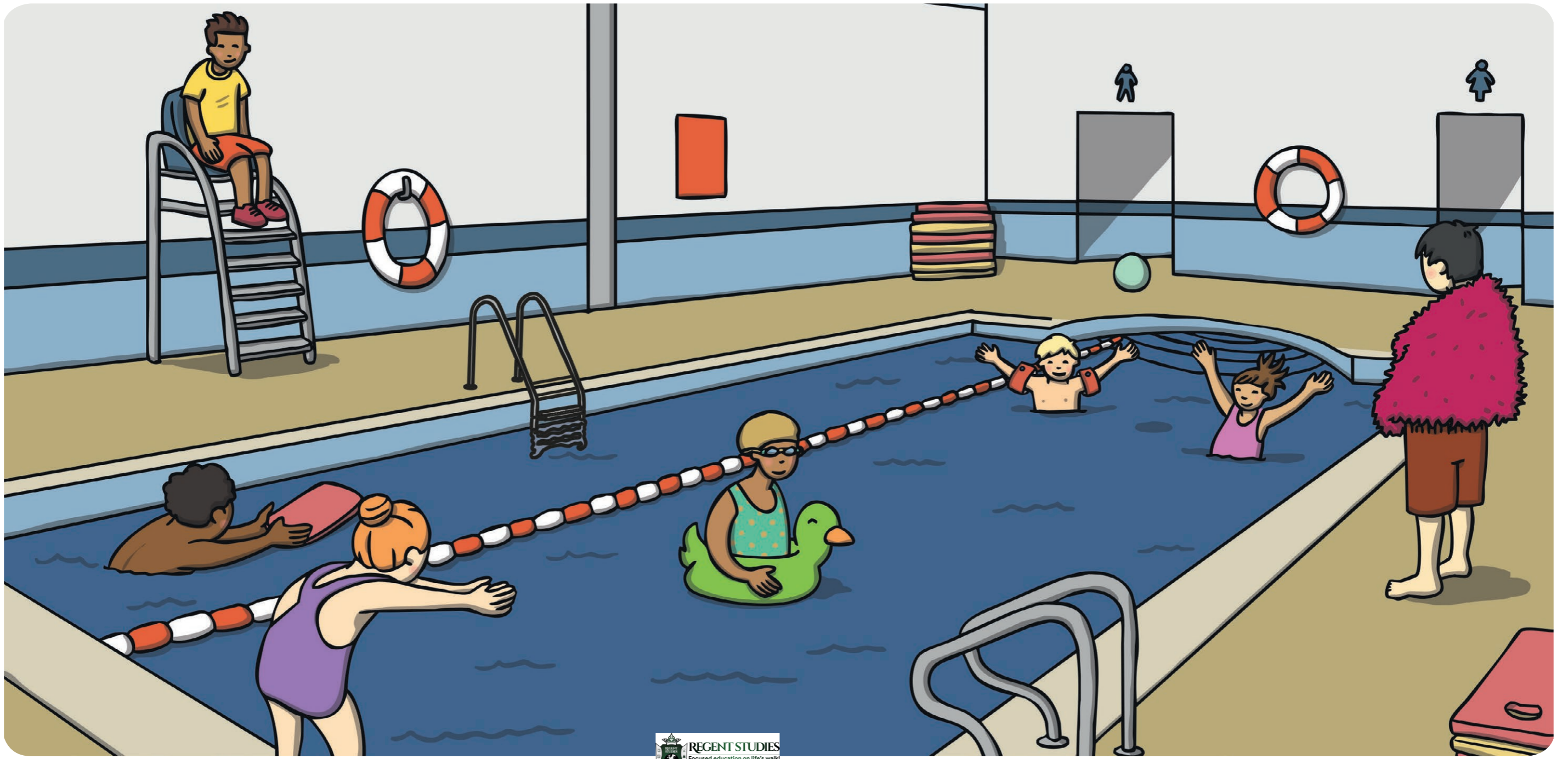


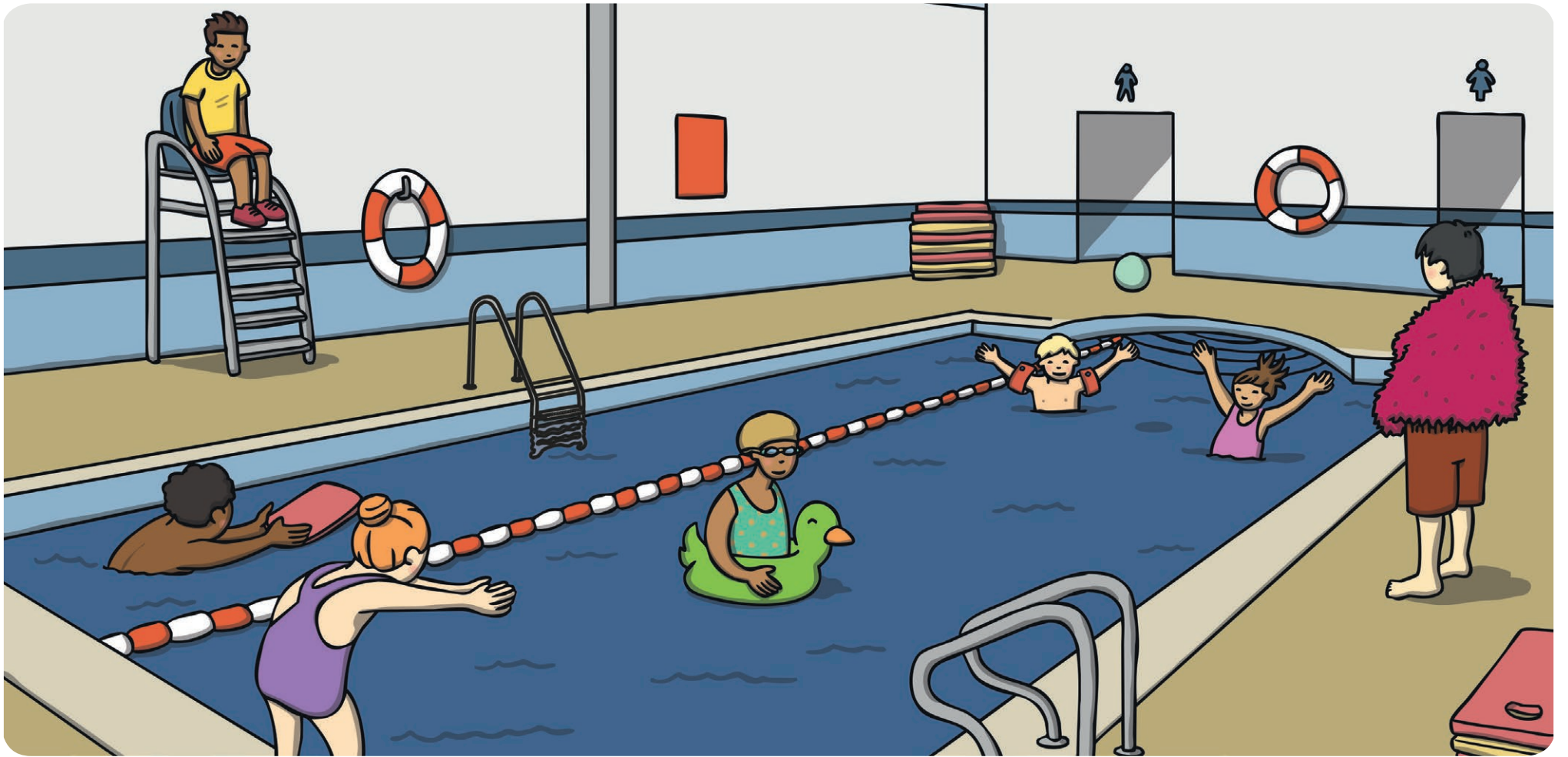












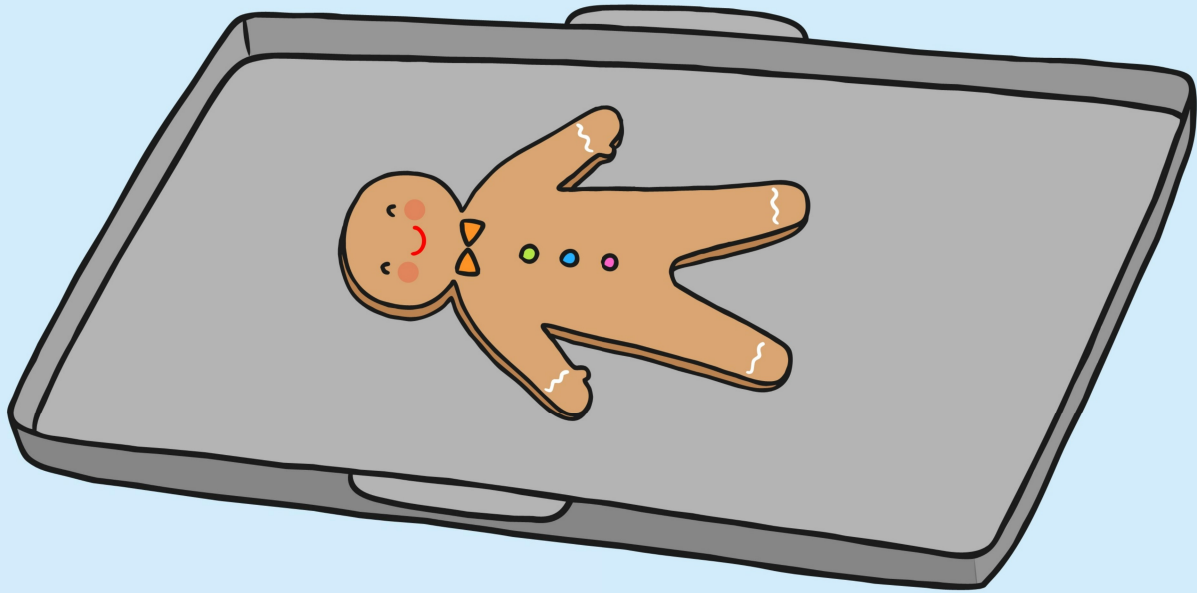
THE GINGERBREAD MAN



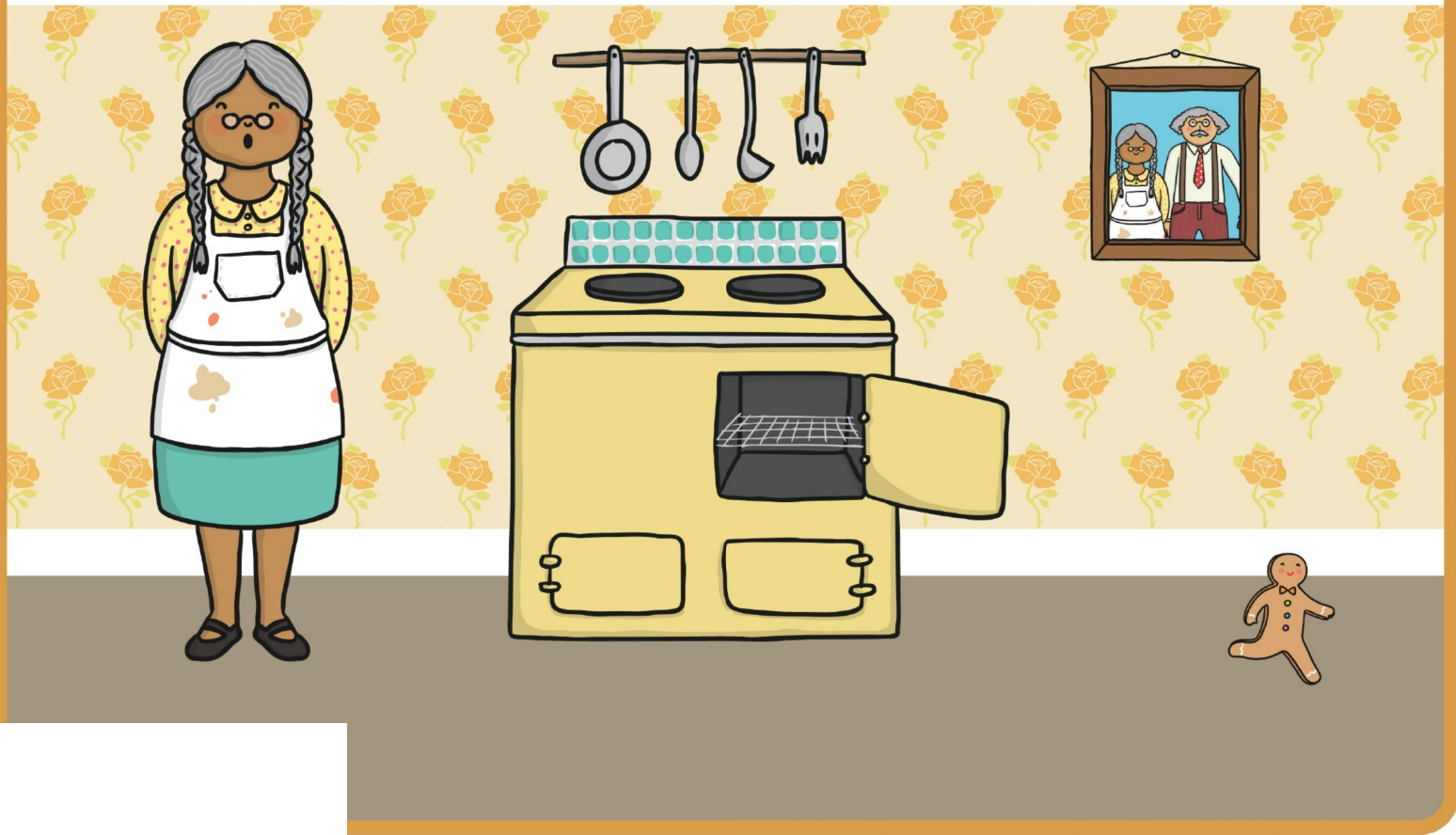
Once upon a time there lived a little old woman and a little old man.



One day, the little old woman made a gingerbread man.



When she opened the oven, the gingerbread man jumped off the baking tray and ran out of the house!



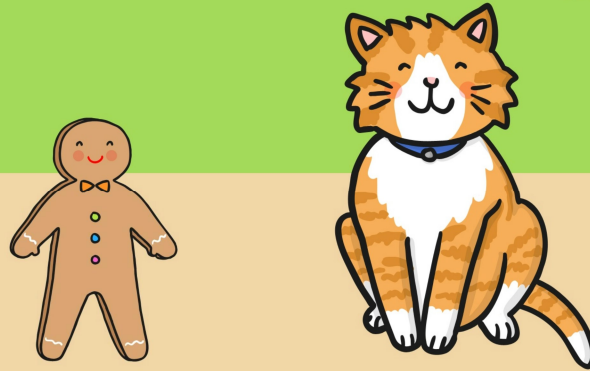
The little old woman and the little old man ran after the gingerbread man yelling, "Stop! Stop!" Sadly, they could not catch him.



The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me I'm the gingerbread man!"



The gingerbread man ran until he came to a cat. "Stop! You look good enough to eat!" said the cat.



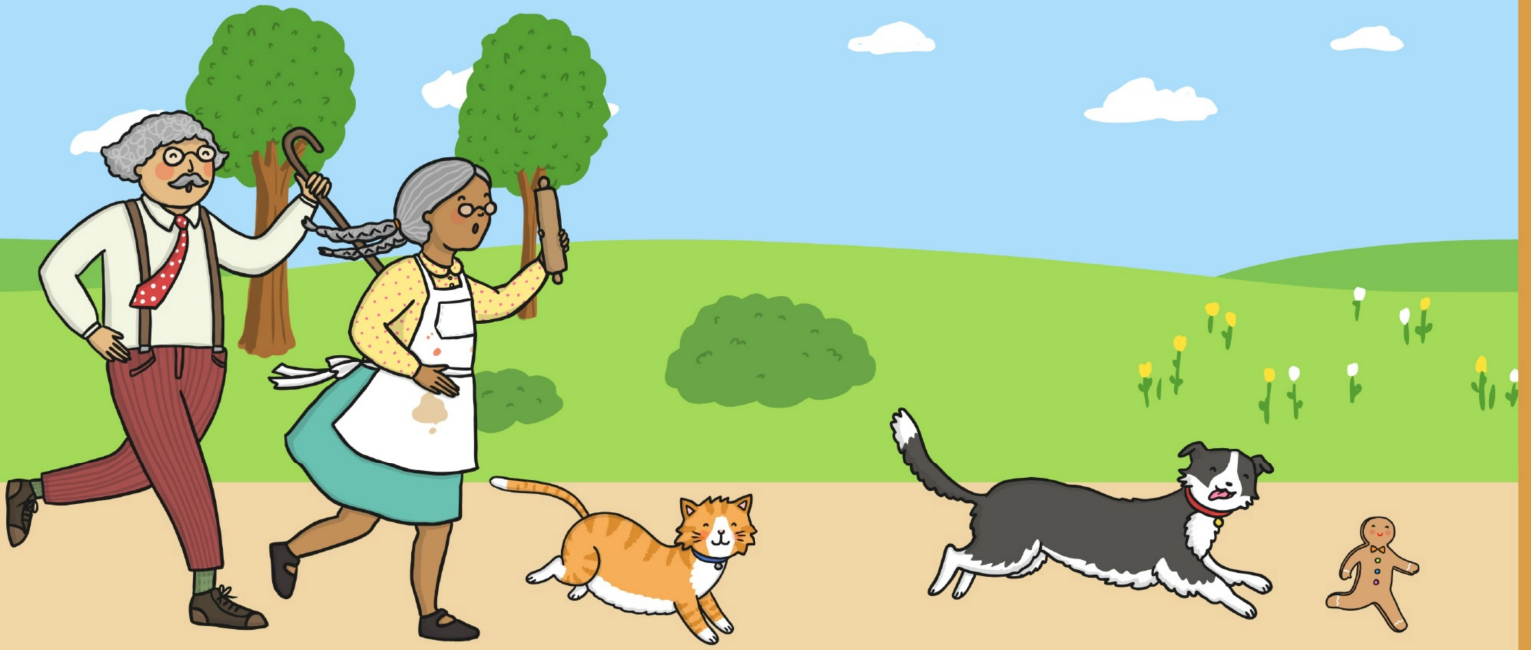
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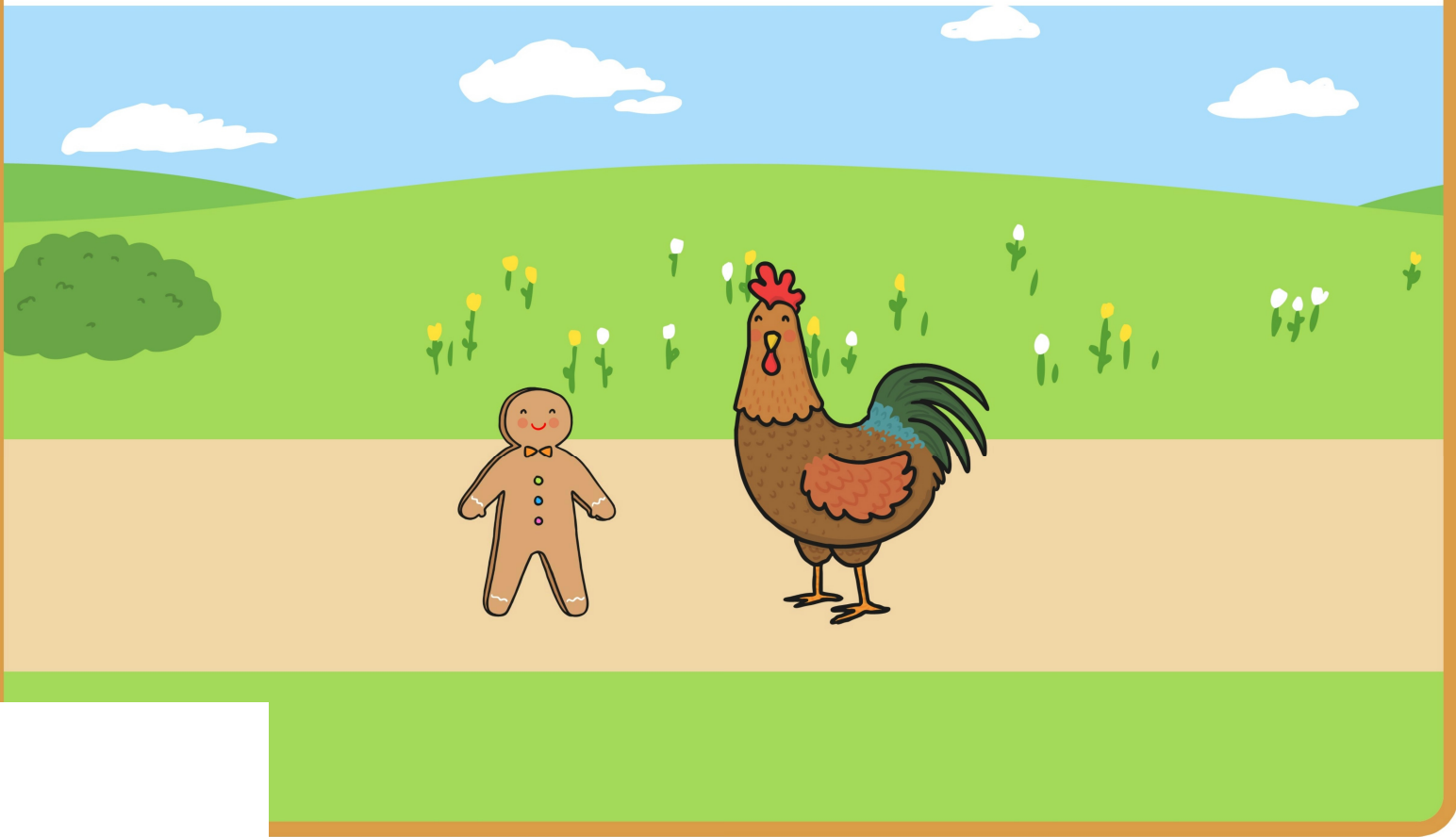
The gingerbread man ran until he came to a dog. "Stop! You look good enough to eat!" said the dog.



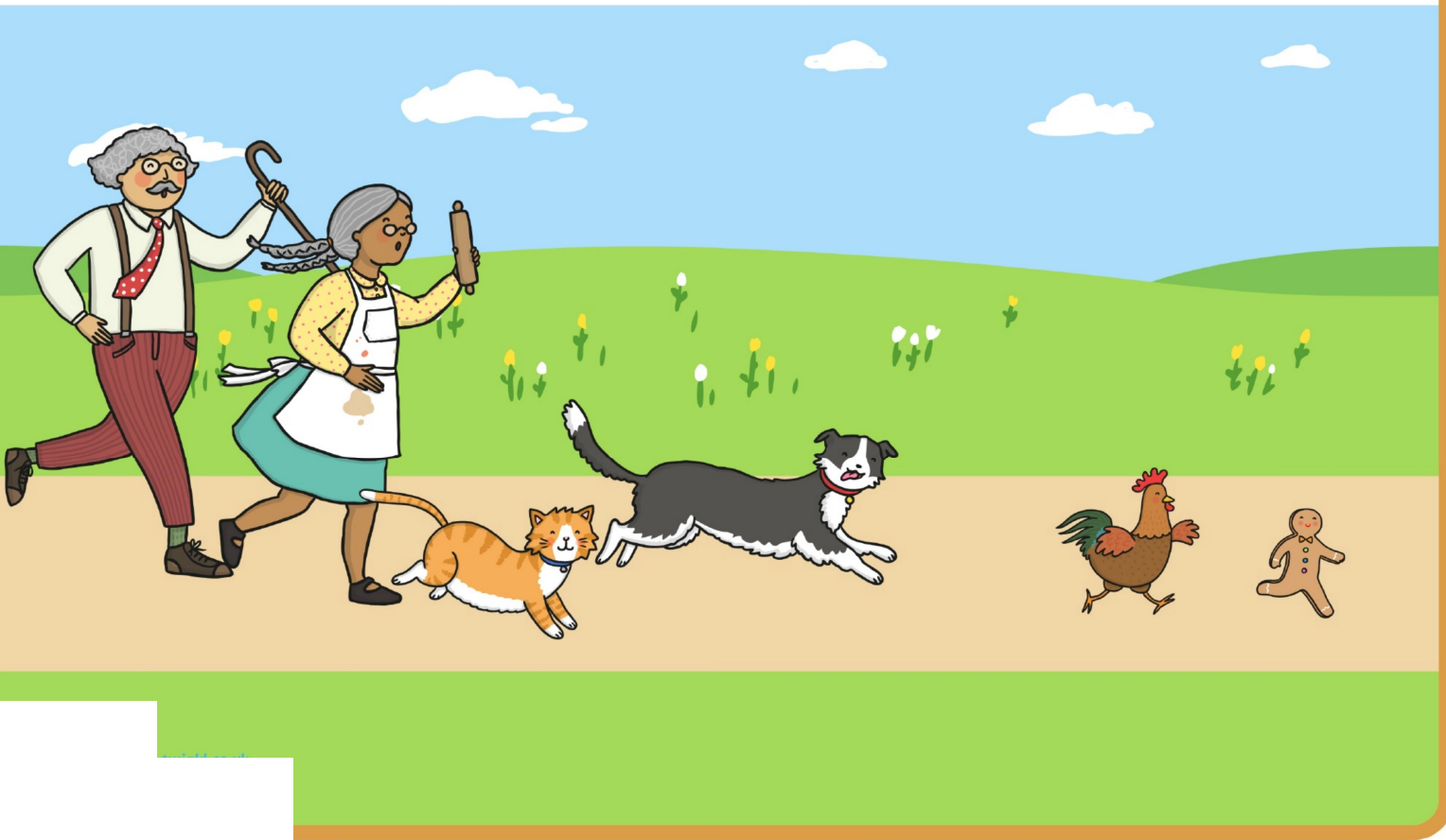
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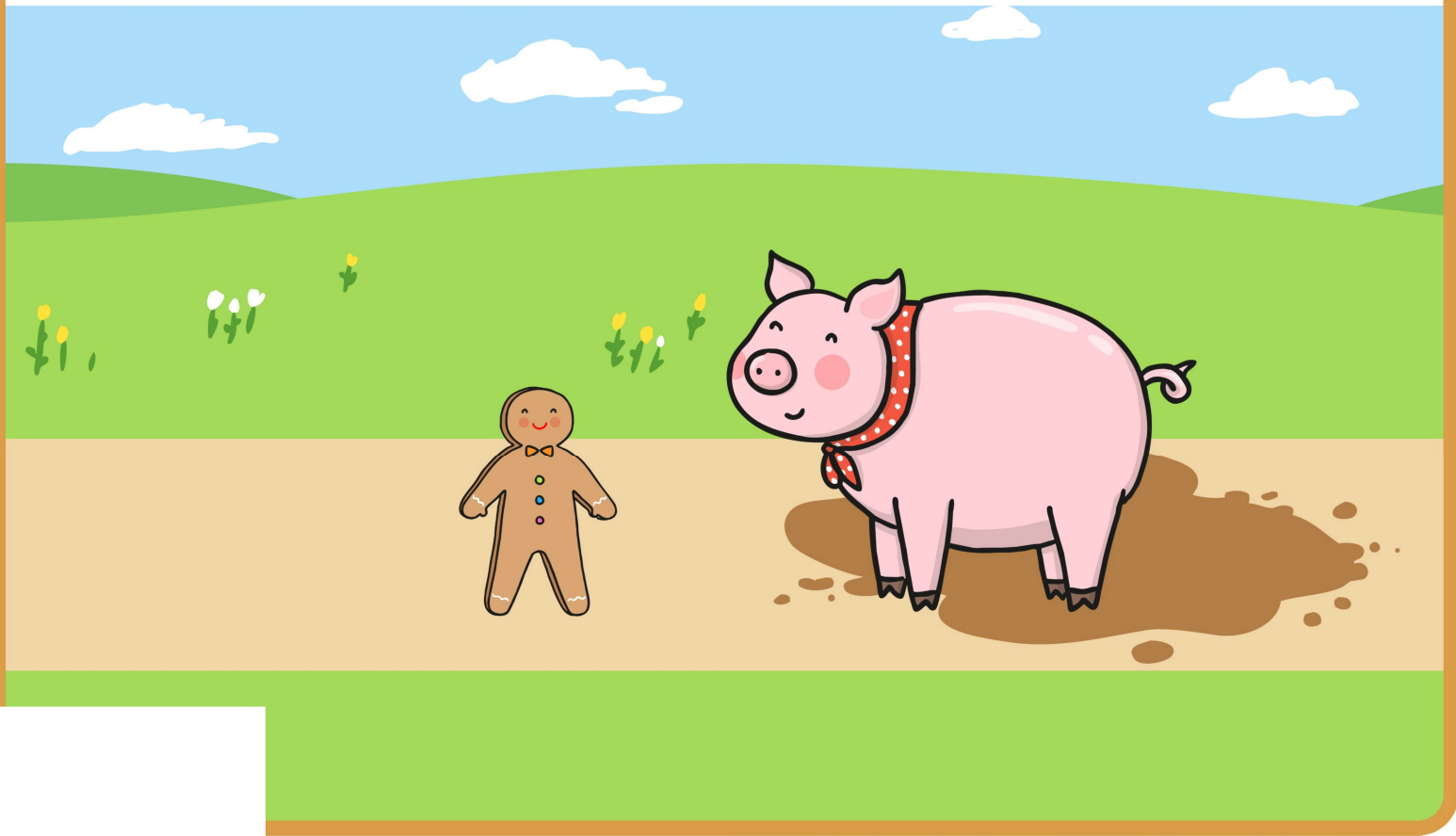
The gingerbread man ran on, then he came to a cockerel.
“Stop! You look good enough to eat!” said the cockerel.



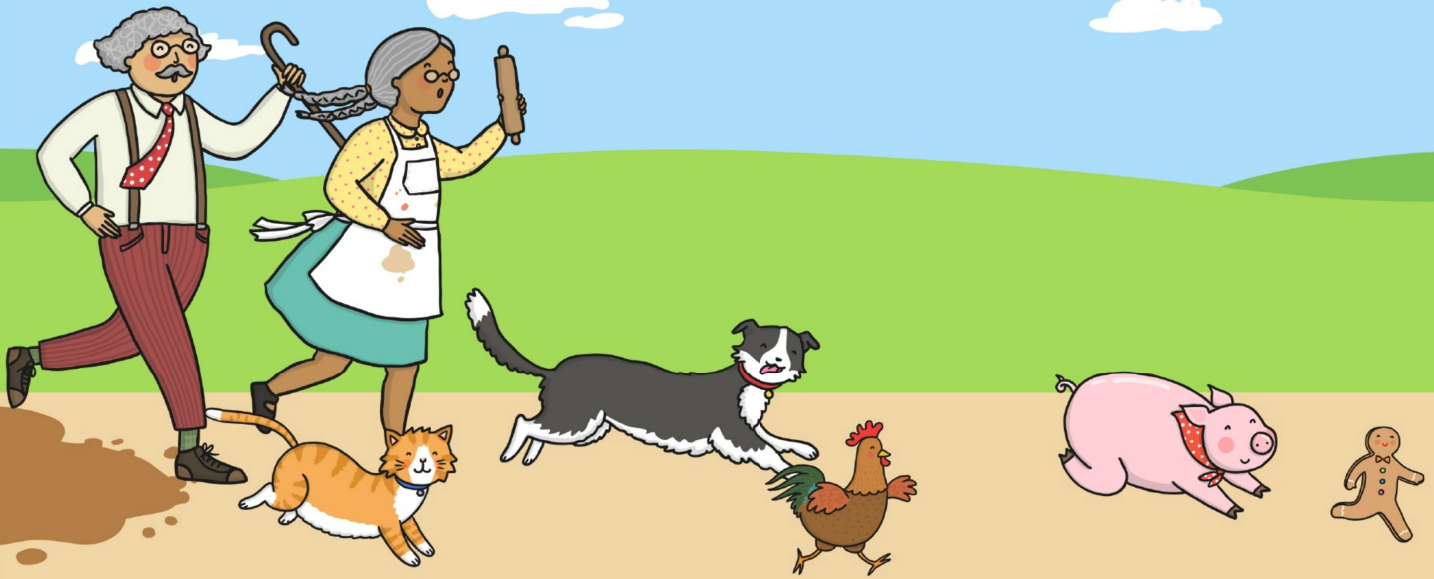
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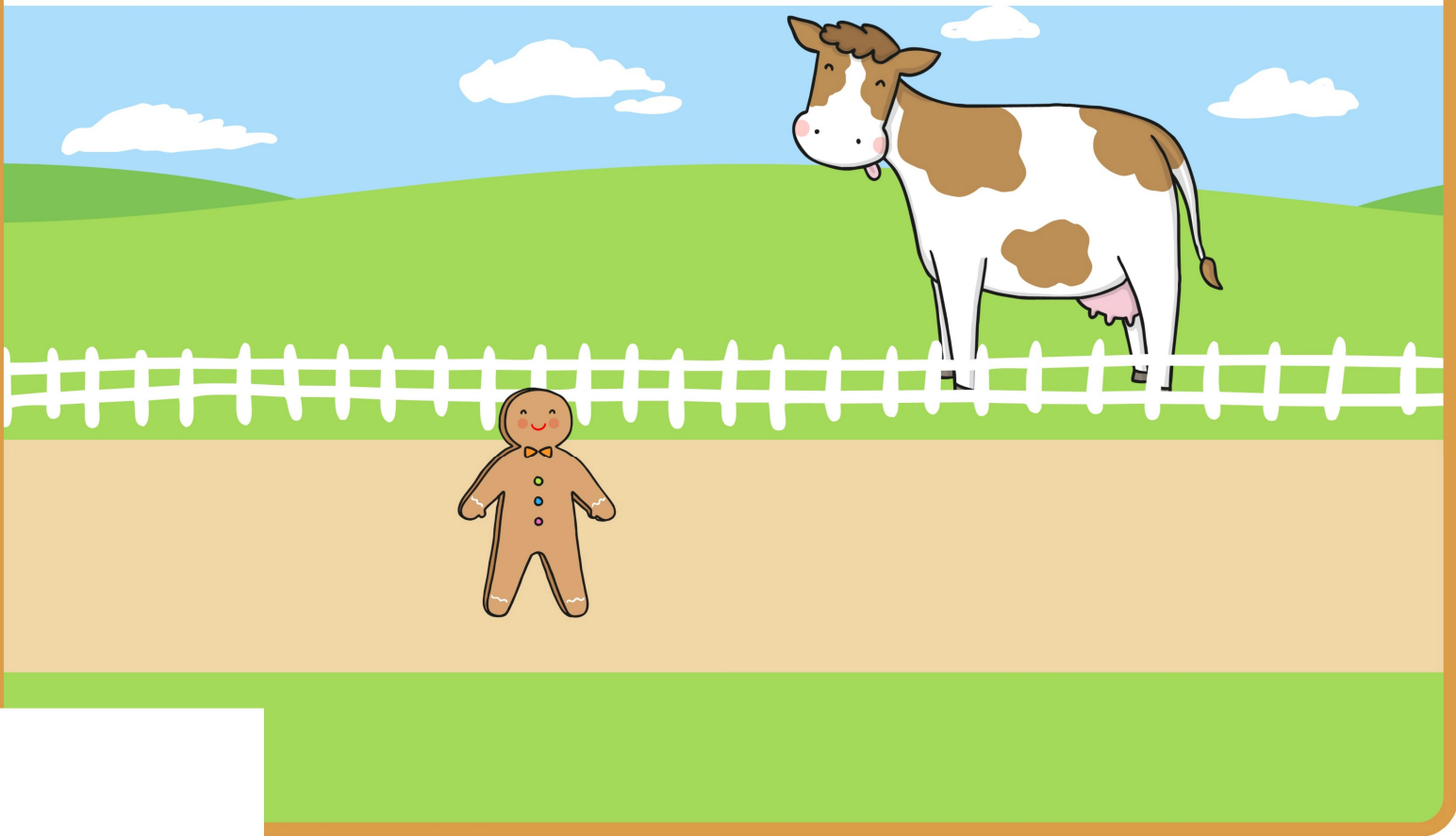
The gingerbread man ran down the lane and came to a pig.
“Stop! You look good enough to eat!” said the pig.



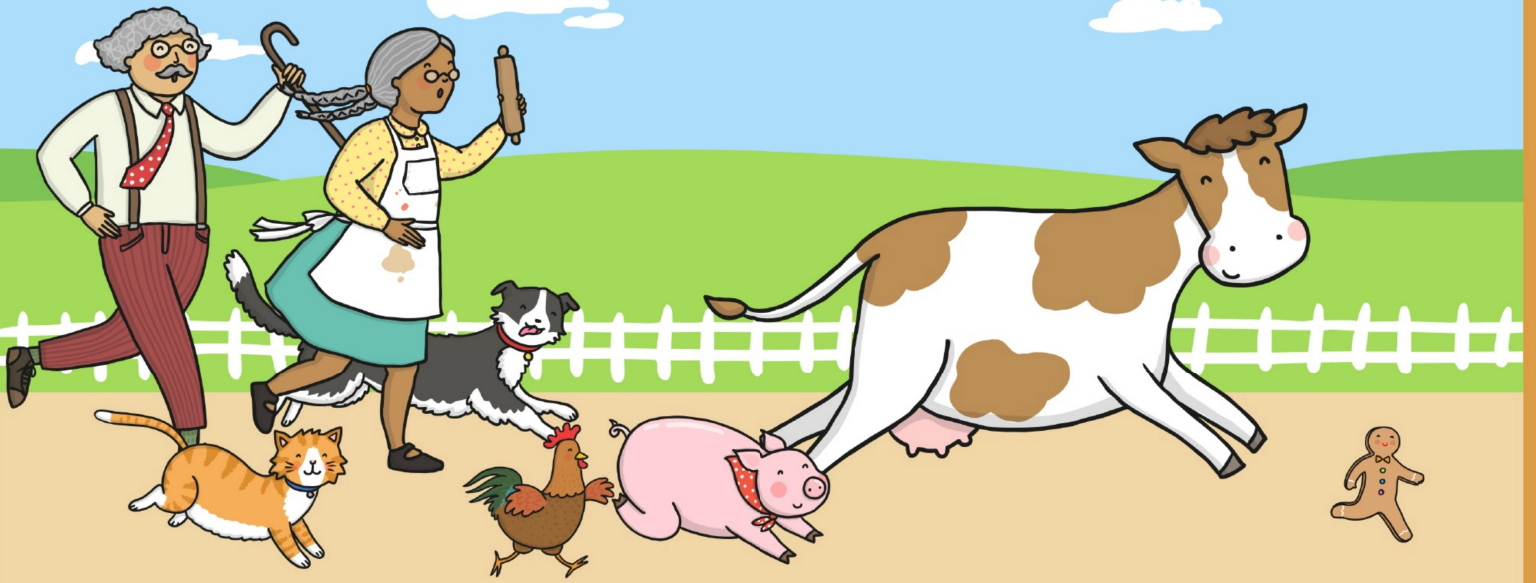
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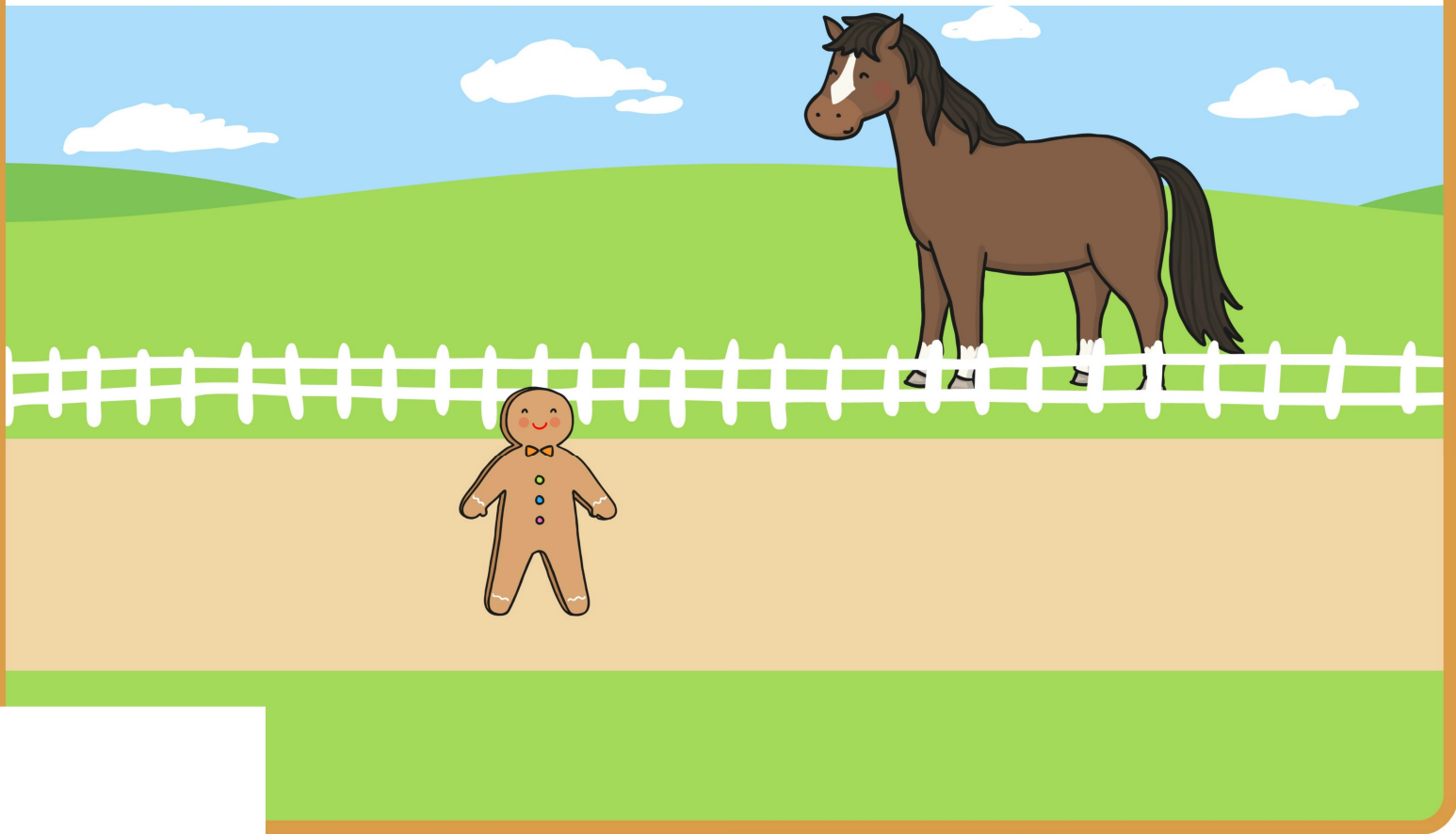
A little further on the gingerbread man came to a cow.
“Stop! You look good enough to eat!” said the cow.



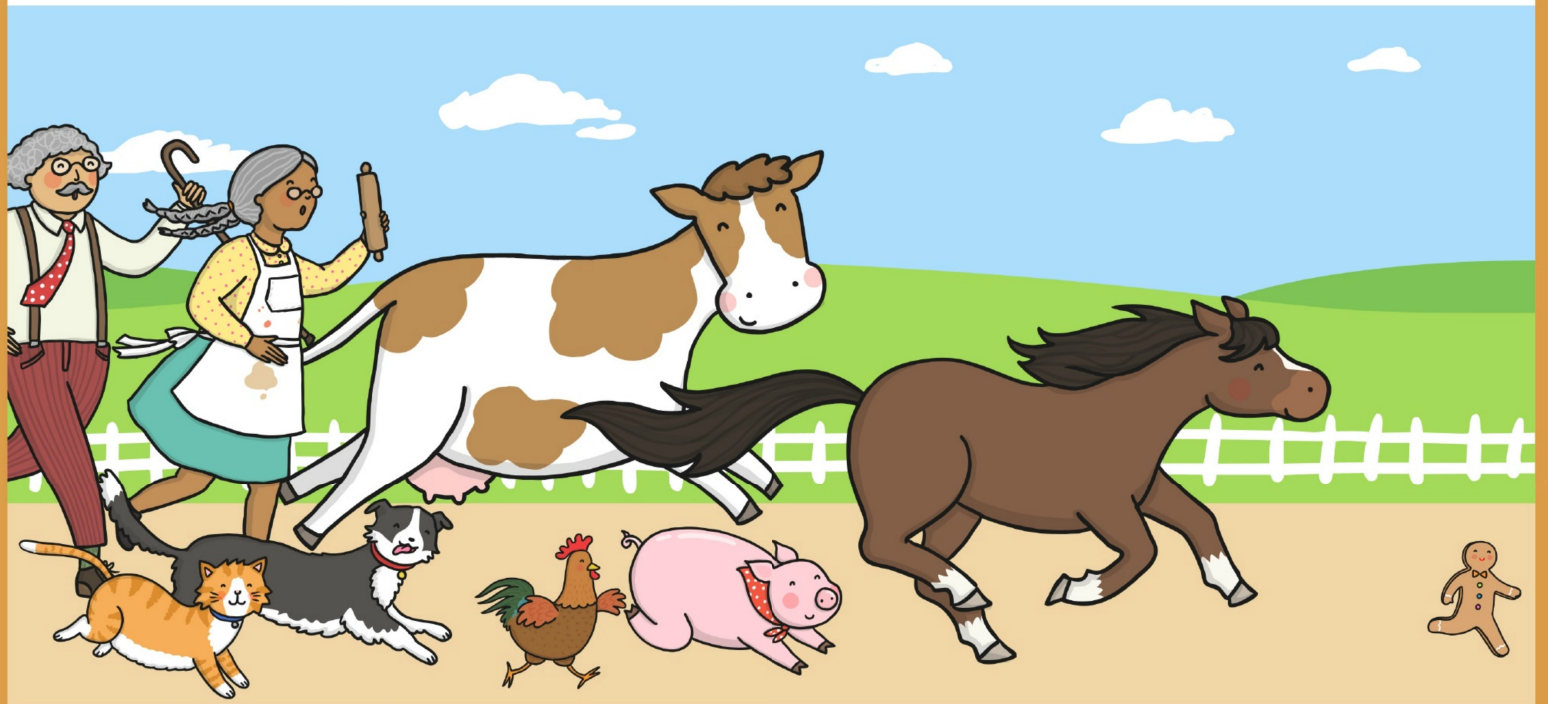
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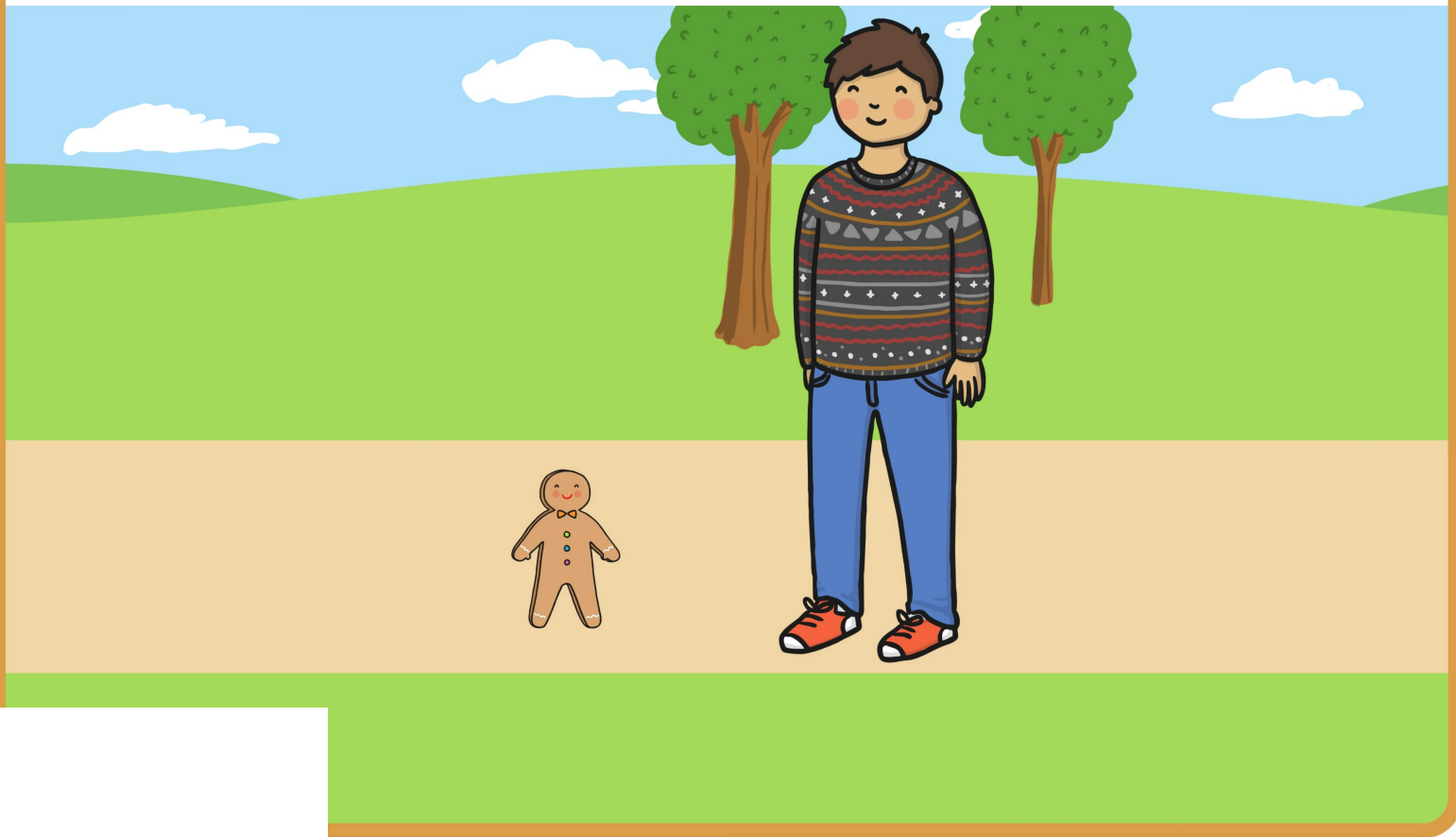
The gingerbread man ran on, then he came to a horse.
“Stop! You look good enough to eat!” said the horse.



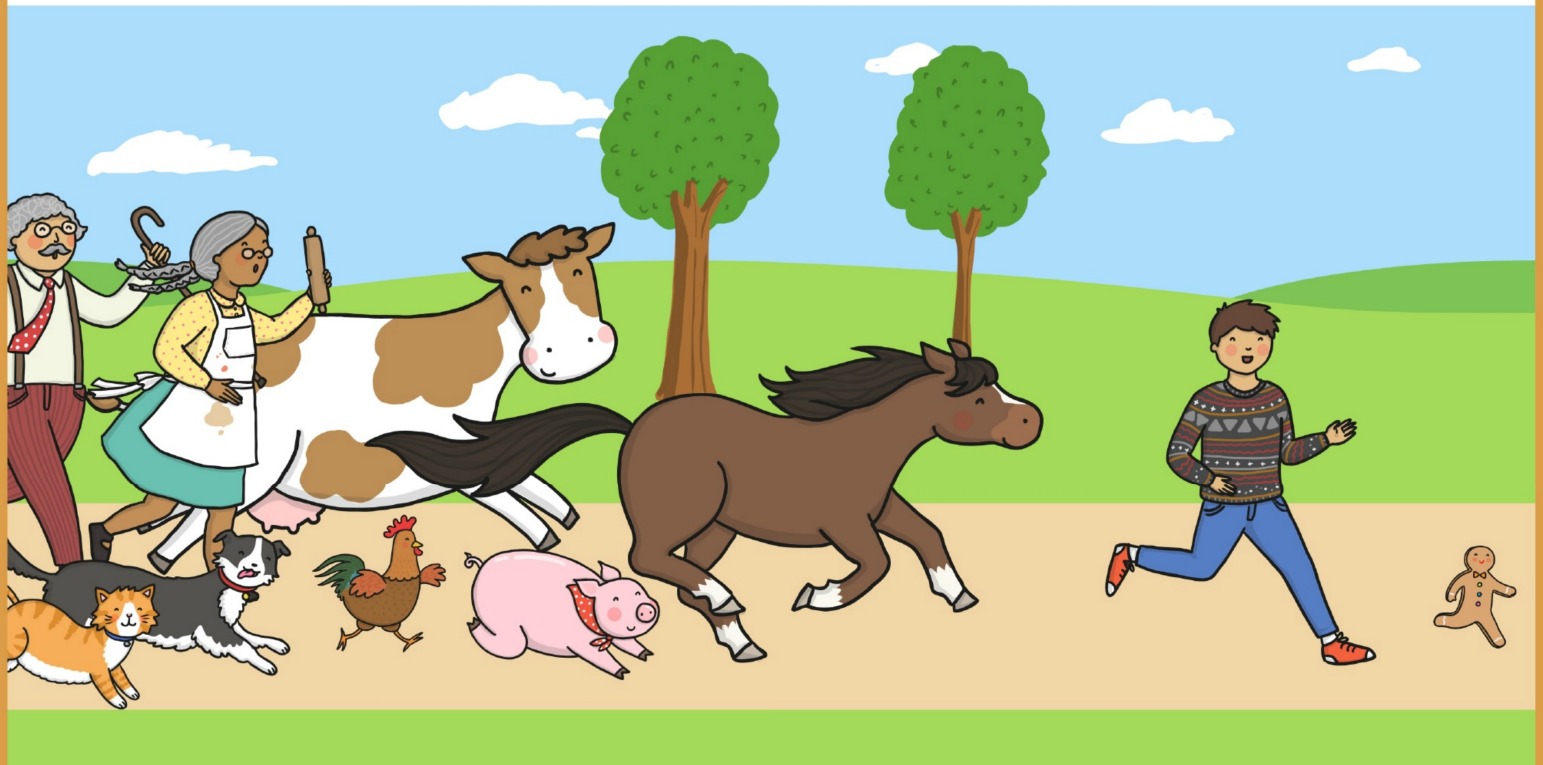
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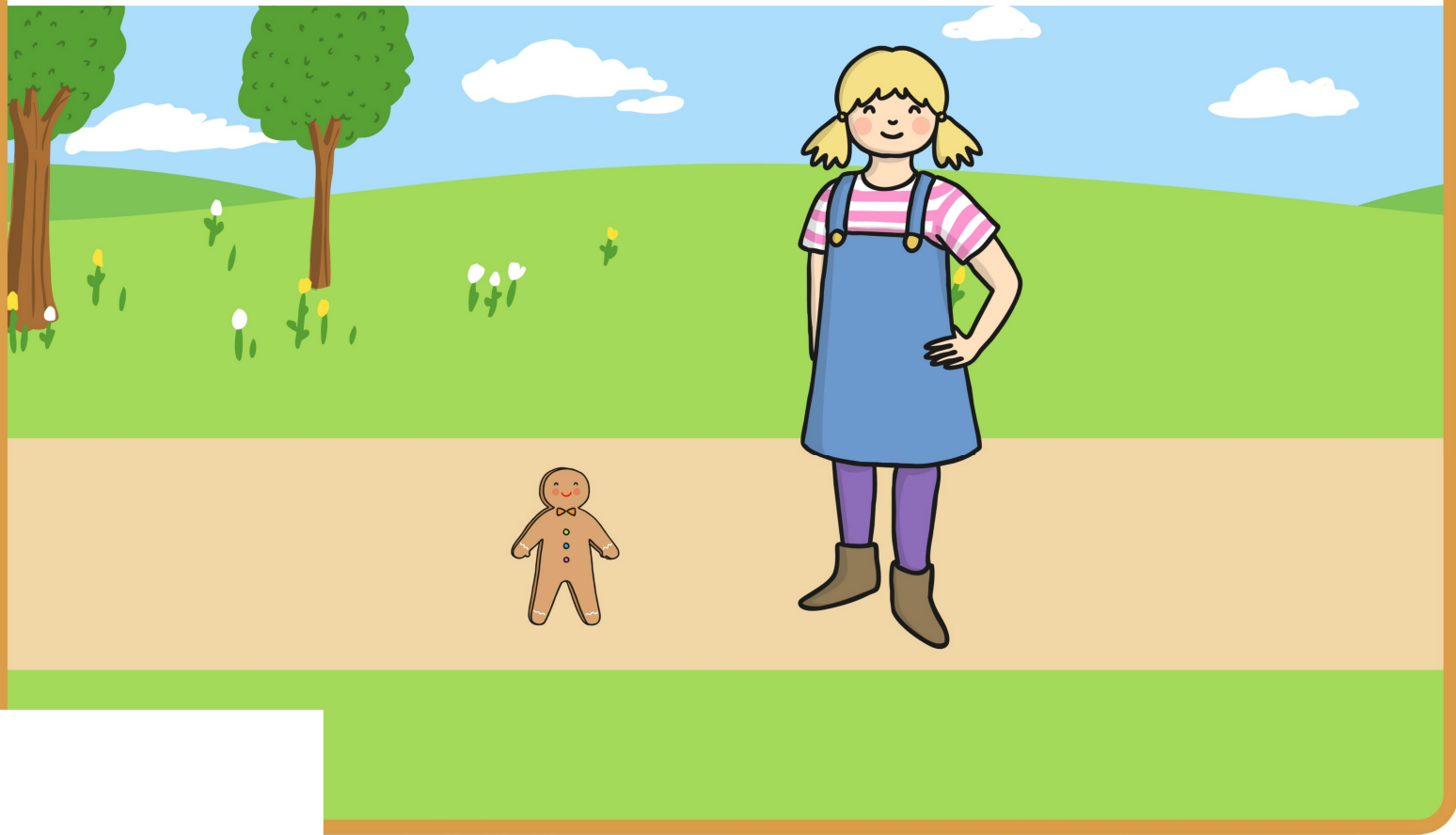
It was not long before the gingerbread man came to a boy.
“Stop! You look good enough to eat!” said the boy.



The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me I'm the gingerbread man!"



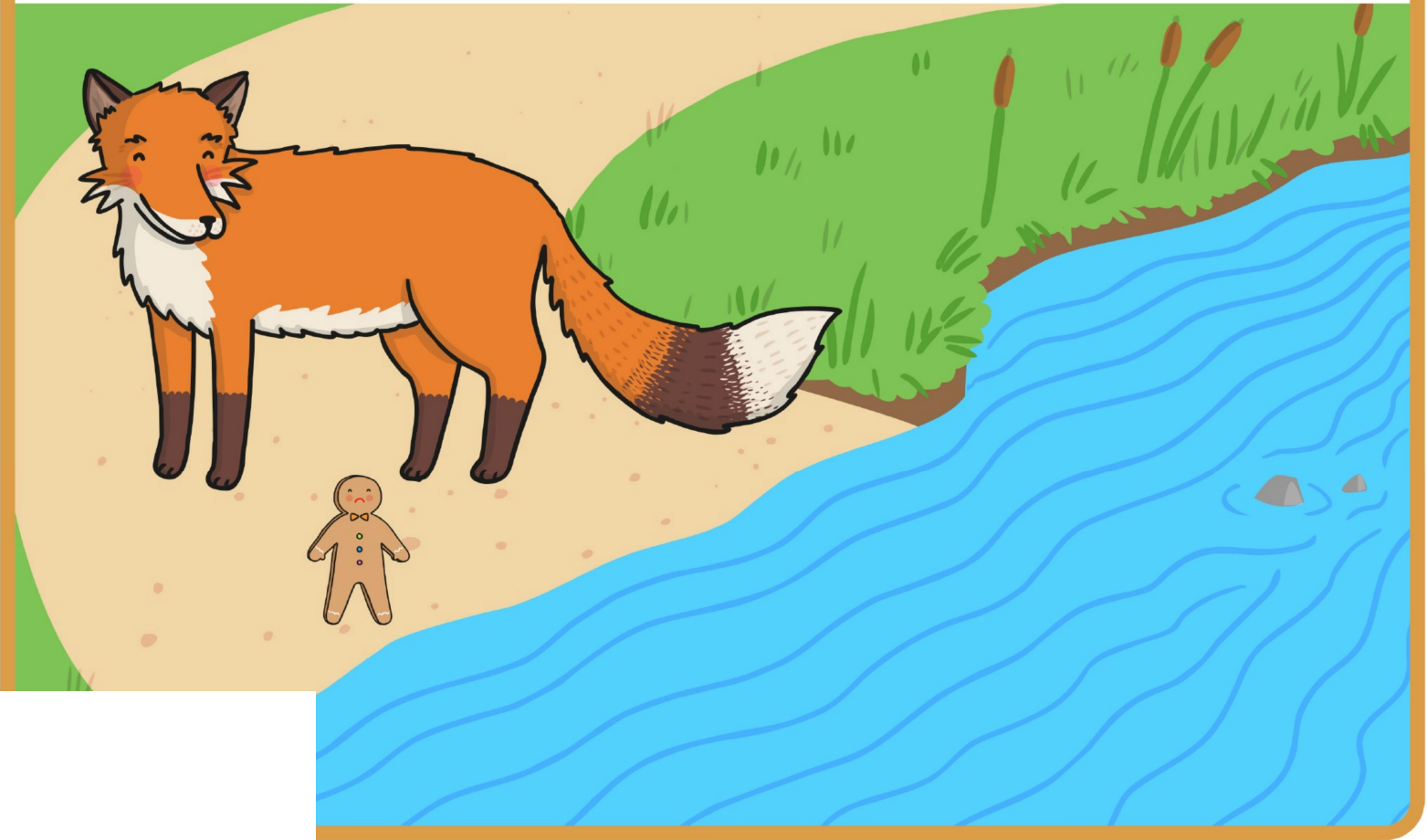
The gingerbread man kept running and came to a girl. “Stop! You look good enough to eat!” said the girl and she joined in the chase.



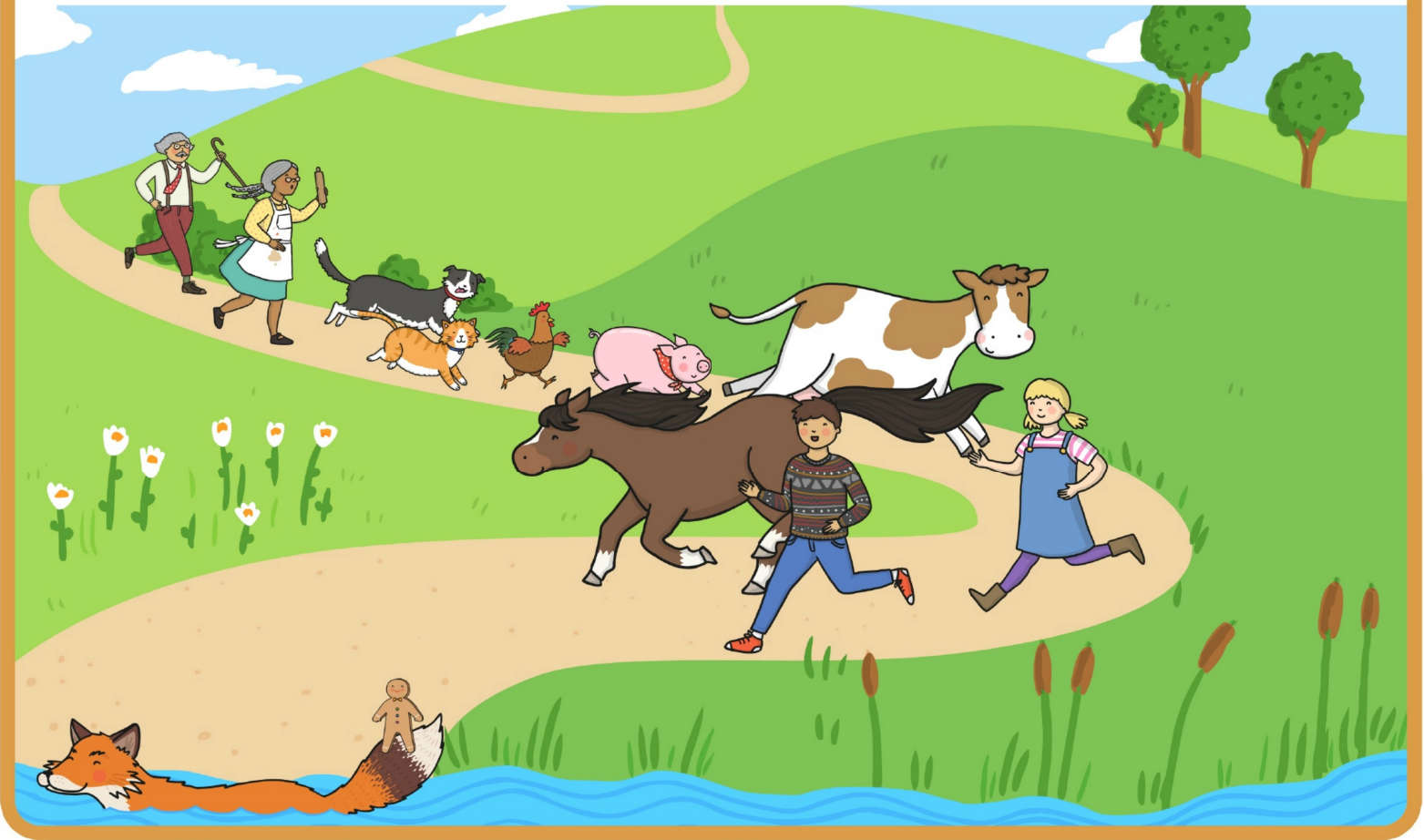
The gingerbread man ran on, until he came to a river. He stopped as he could not swim!



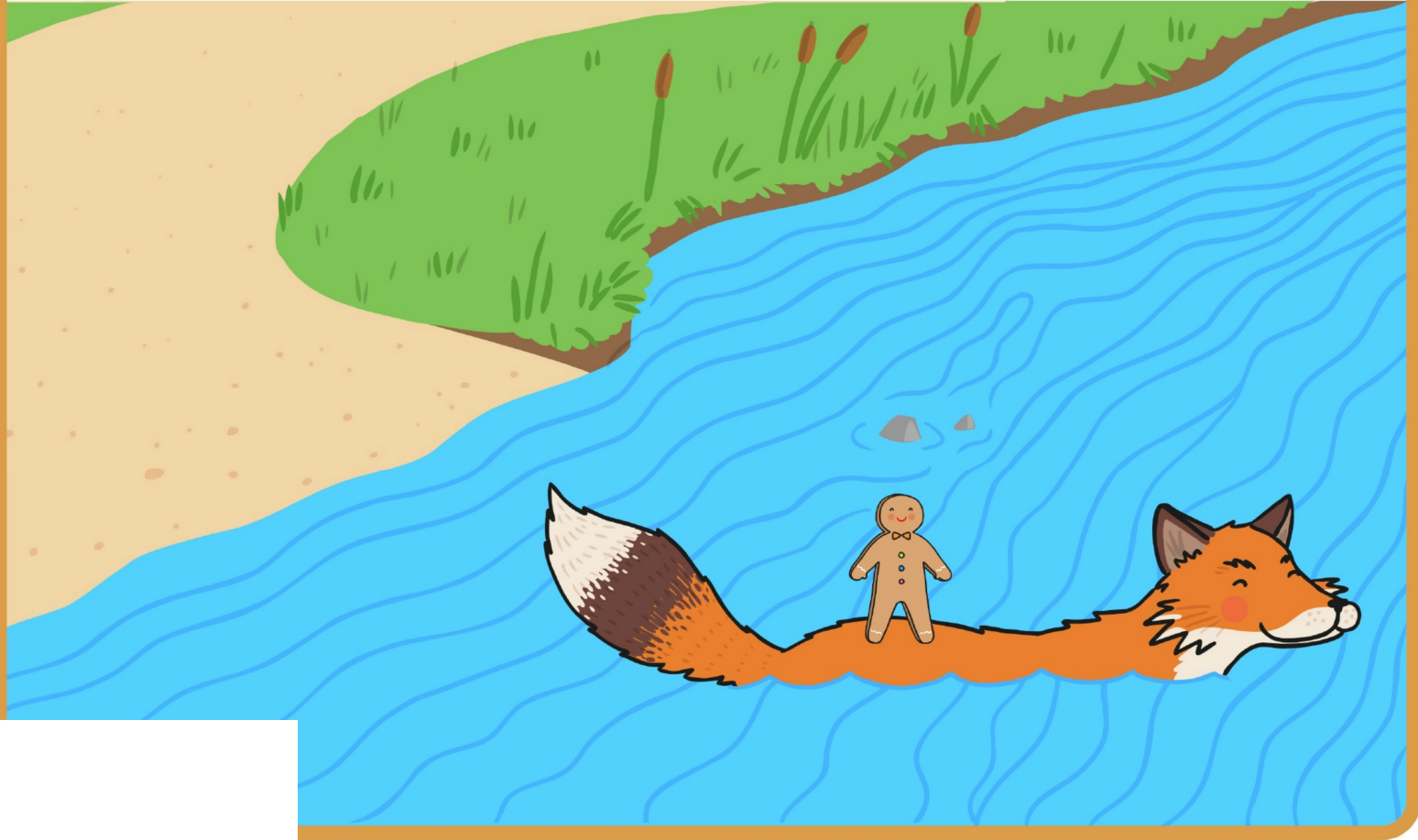
Just then a fox came by. "I can help you cross the river," said the fox. "Just hop onto my tail and I will swim across."



The gingerbread man saw the others coming. He knew that if he did not go with the fox he would be eaten, so he jumped onto his tail.



Soon the gingerbread man began to get wet. "Climb onto my back," said the fox, so the gingerbread man did.

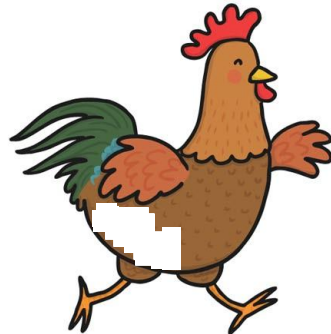
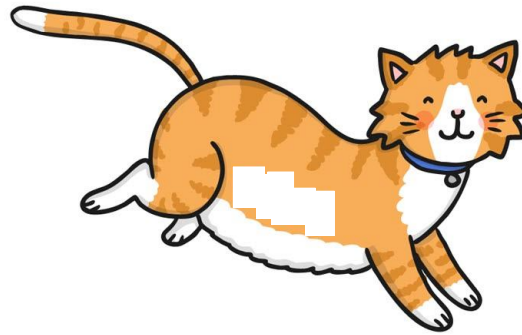
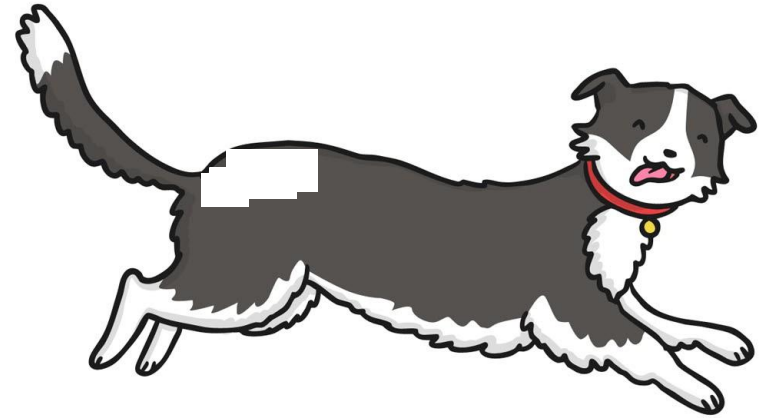
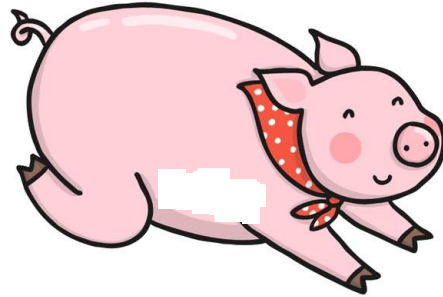


The water was getting even deeper. This time the fox said, "Jump onto my nose so that you don't get wet." The gingerbread man climbed right onto the tip of his nose.

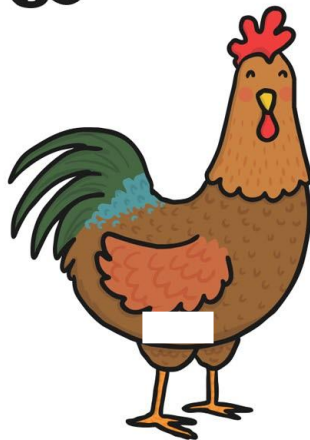
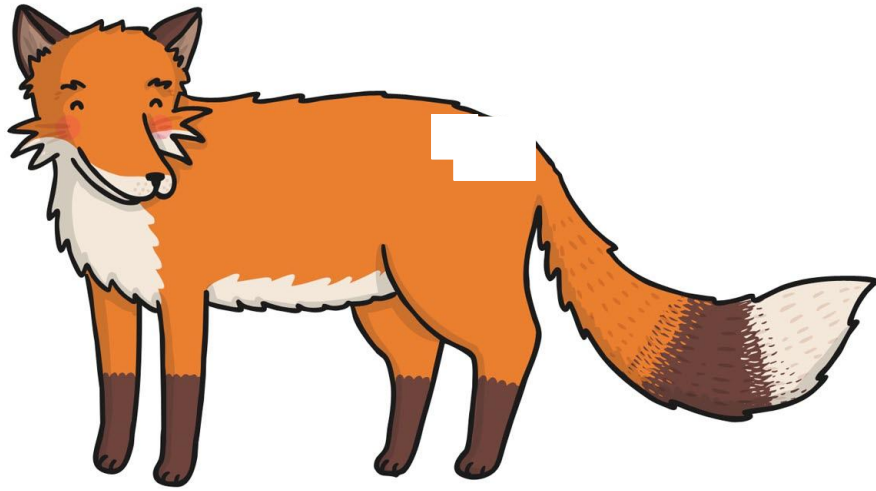


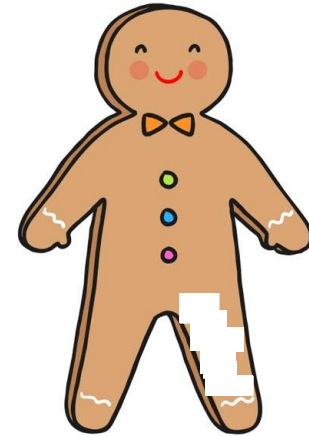
Just then the fox tipped back his head and the gingerbread man flew into the air. The fox opened his mouth and SNAP!
That was the end of the gingerbread man.

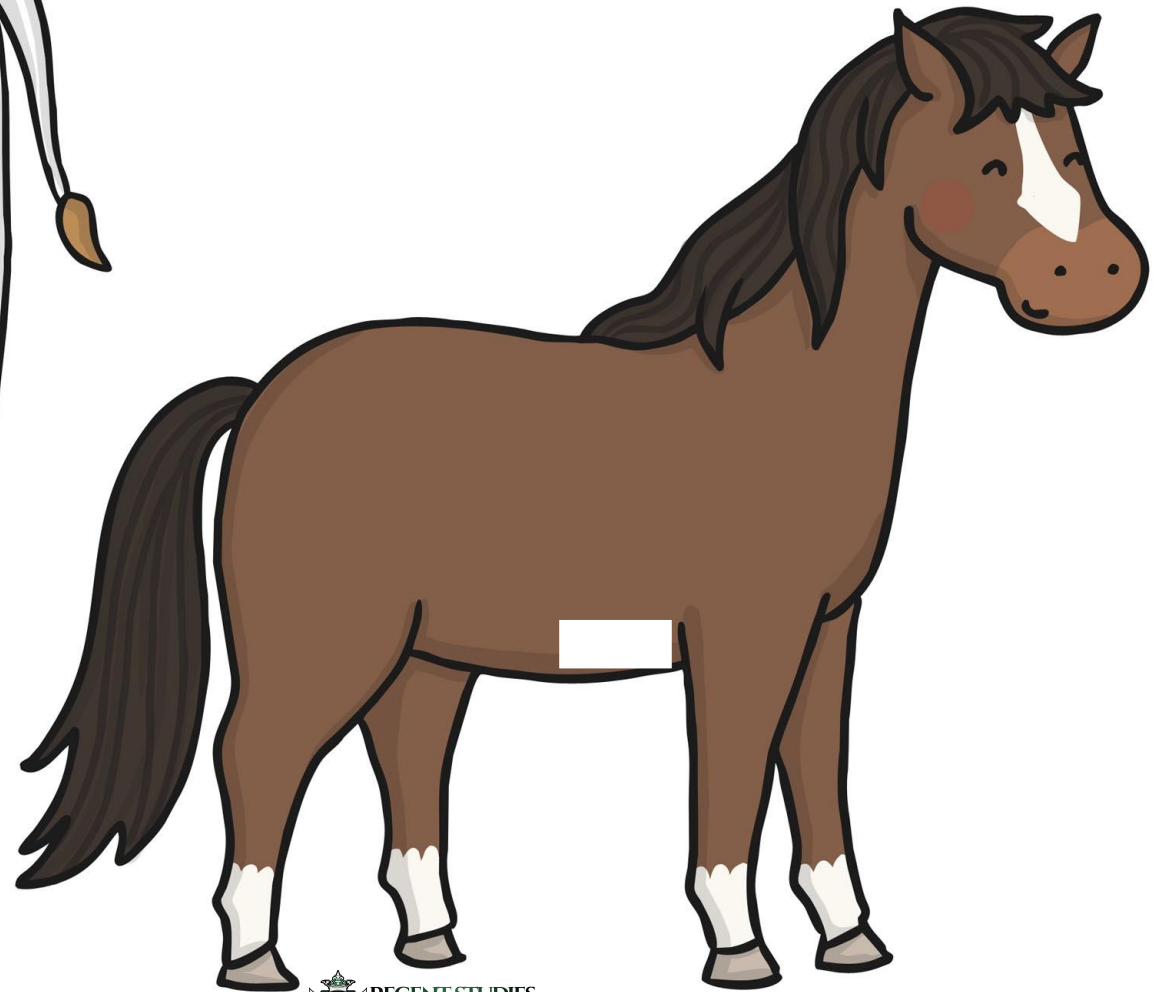
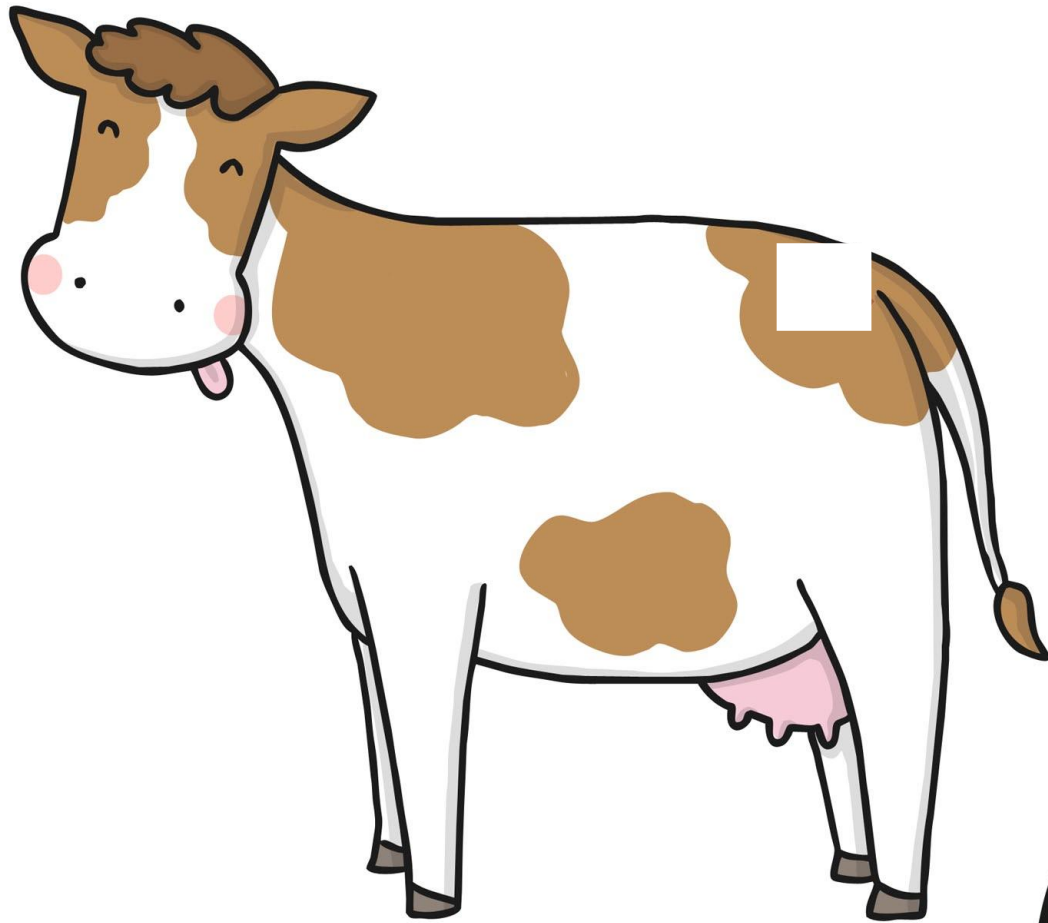




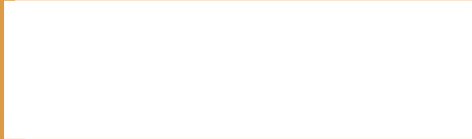








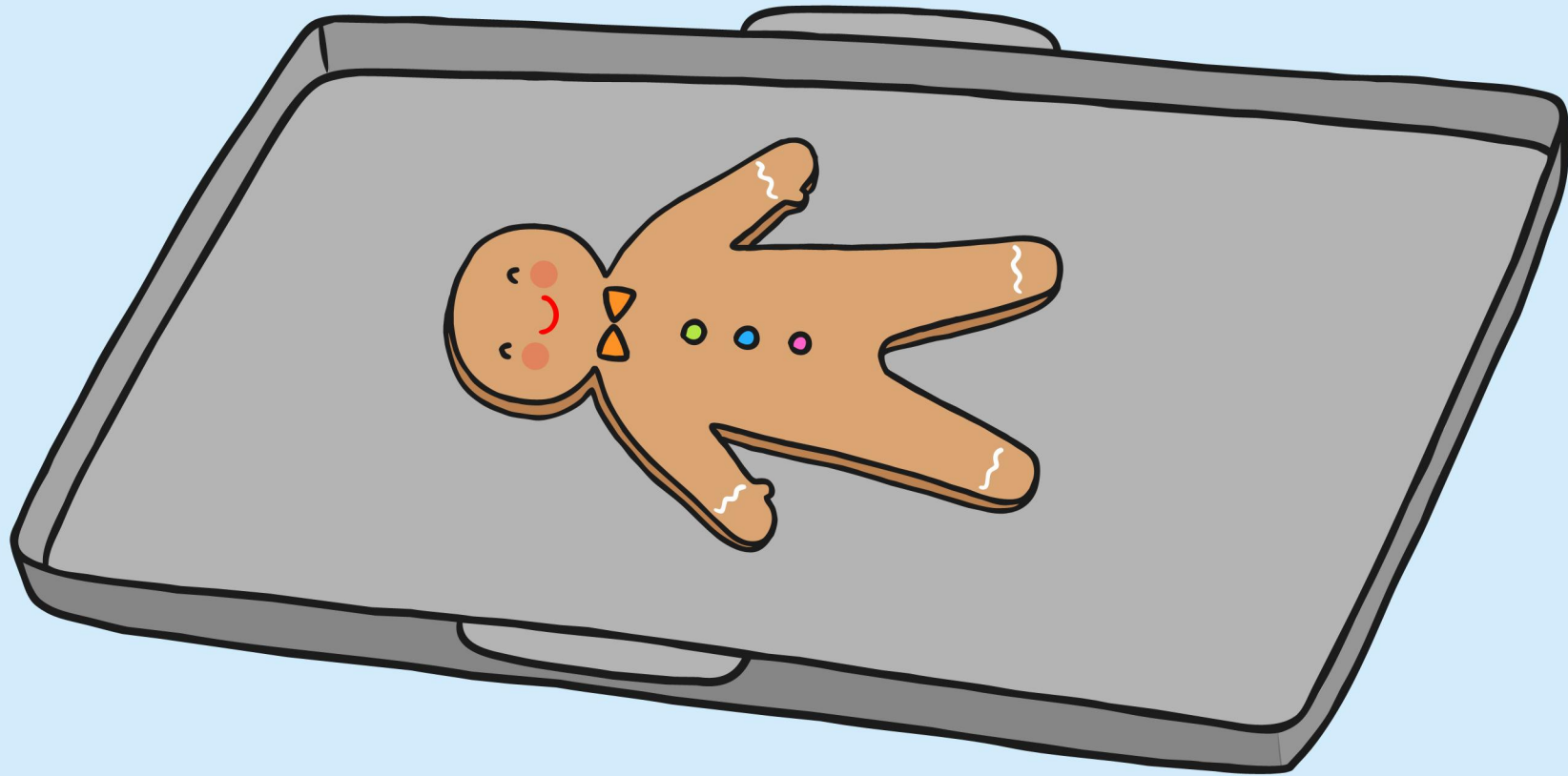
THE GINGERBREAD MAN



Once upon a time there lived a little old woman and a little old man.



One day, the little old woman made a gingerbread man.



When she opened the oven, the gingerbread man jumped off the baking tray and ran out of the house!



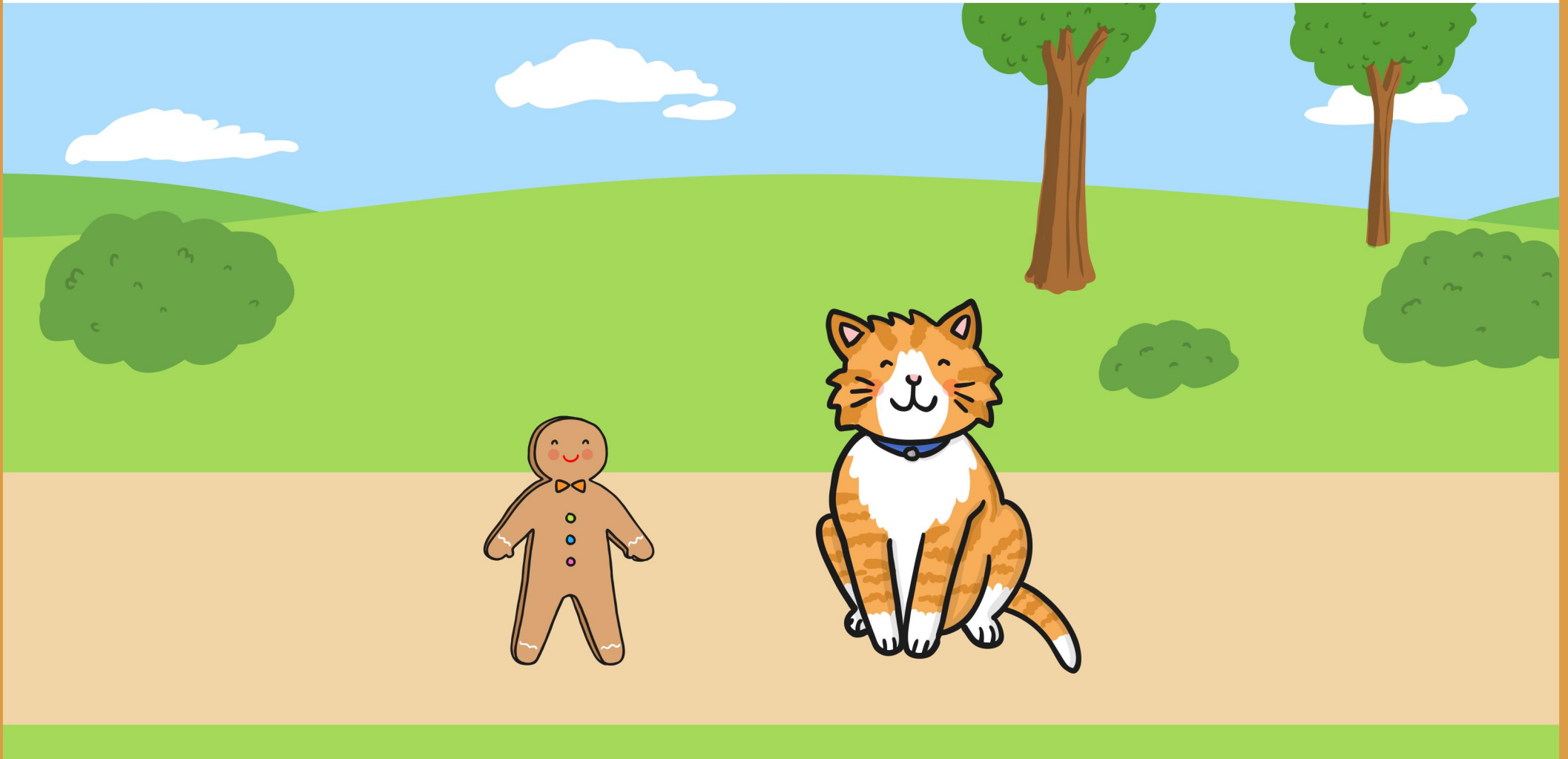
The little old woman and the little old man ran after the gingerbread man yelling, "Stop! Stop!" Sadly, they could not catch him.



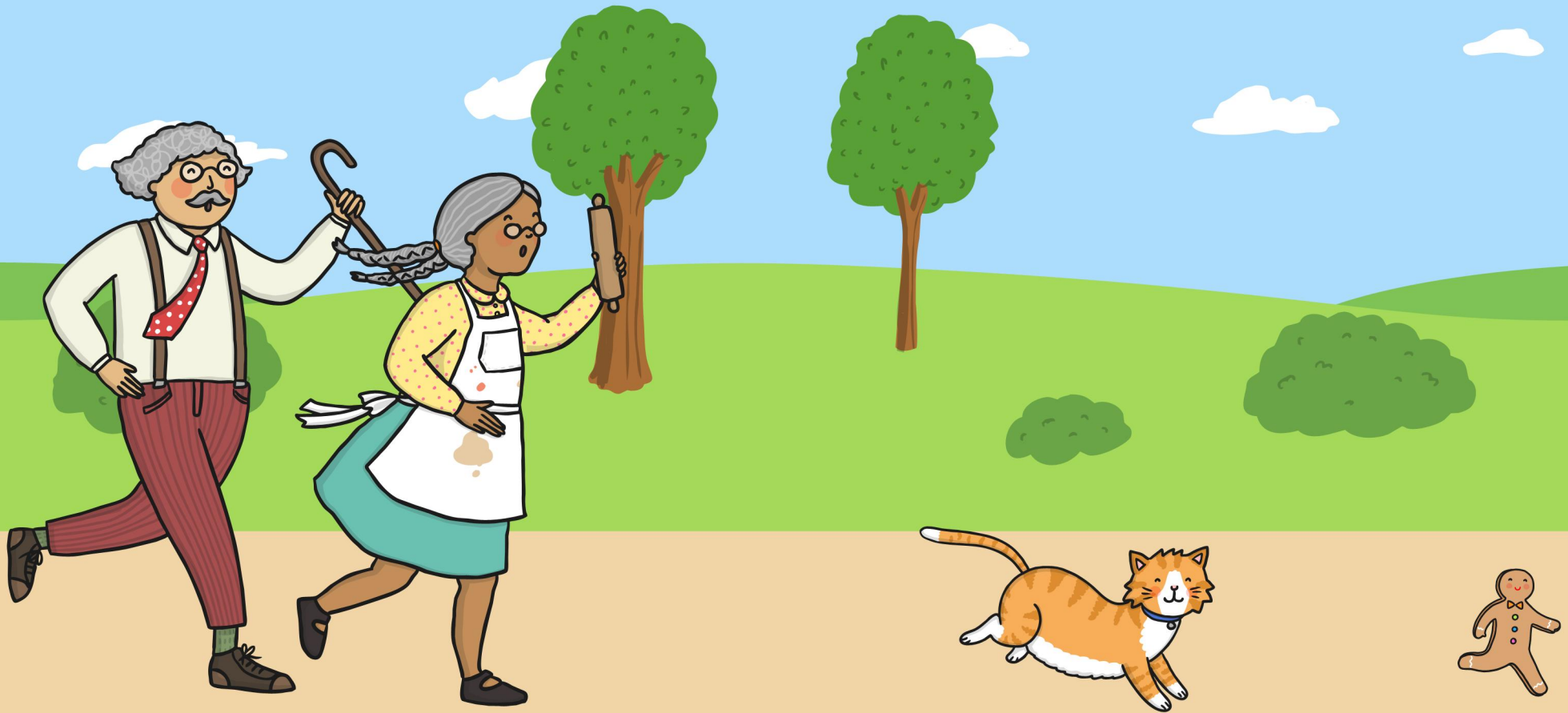
The gingerbread man just laughed and said, “Run, run, as fast as you can! You can’t catch me I’m the gingerbread man!”



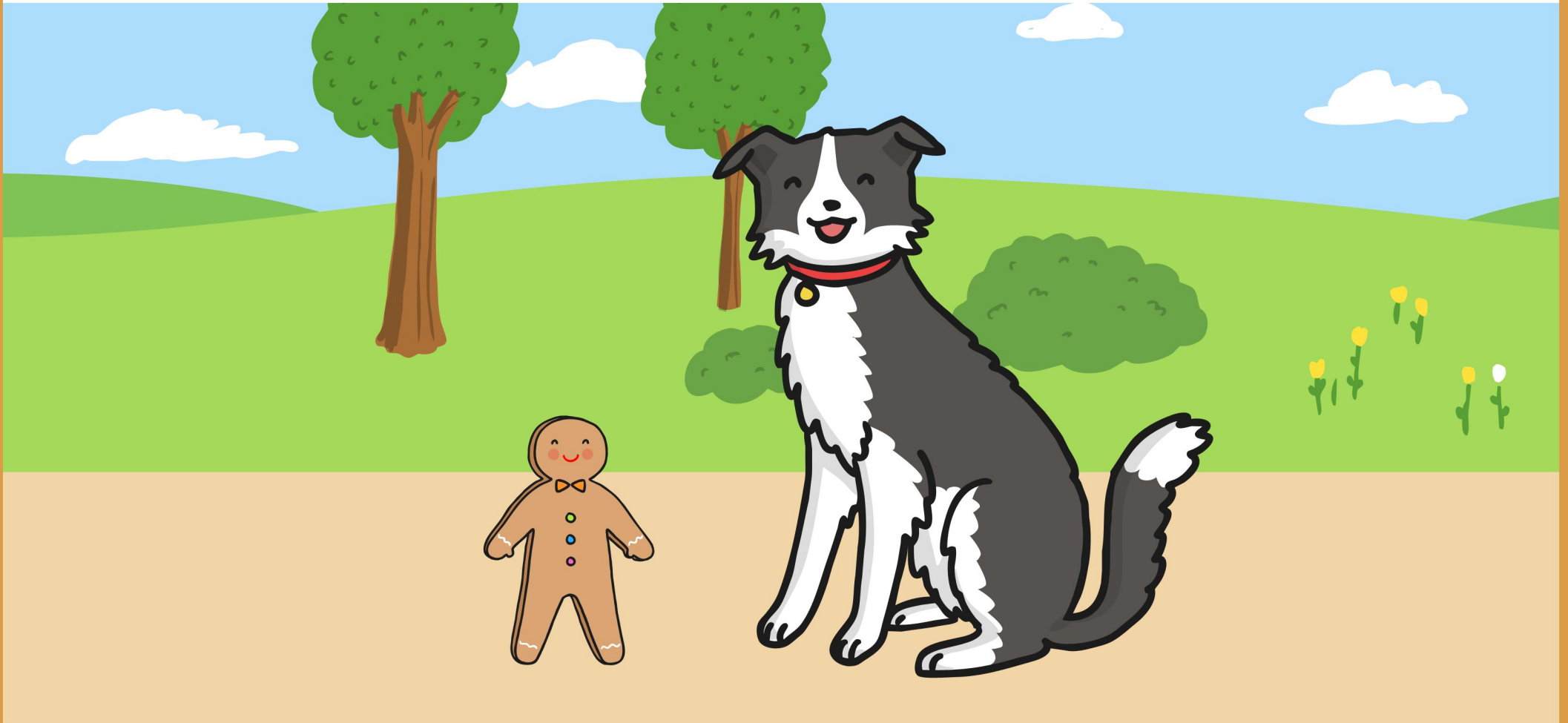
The gingerbread man ran until he came to a cat. "Stop! You look good enough to eat!" said the cat.



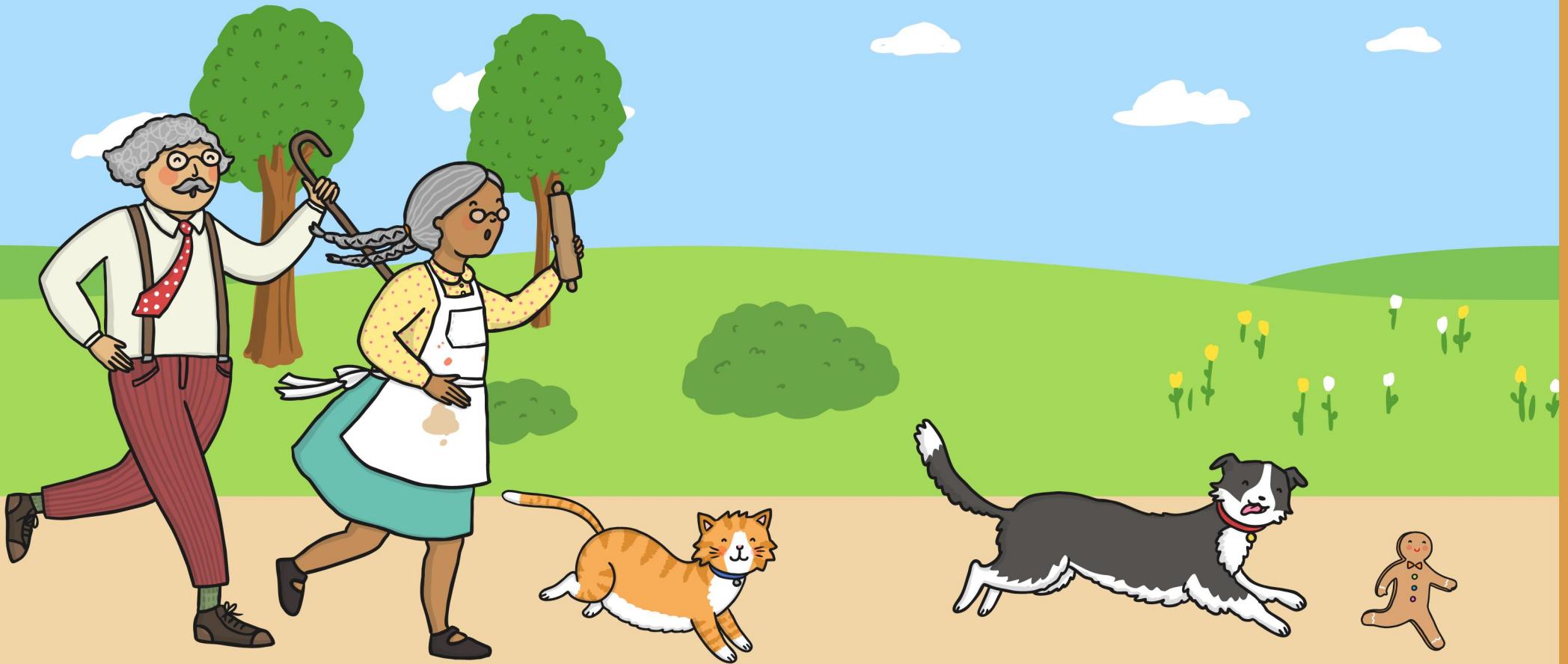
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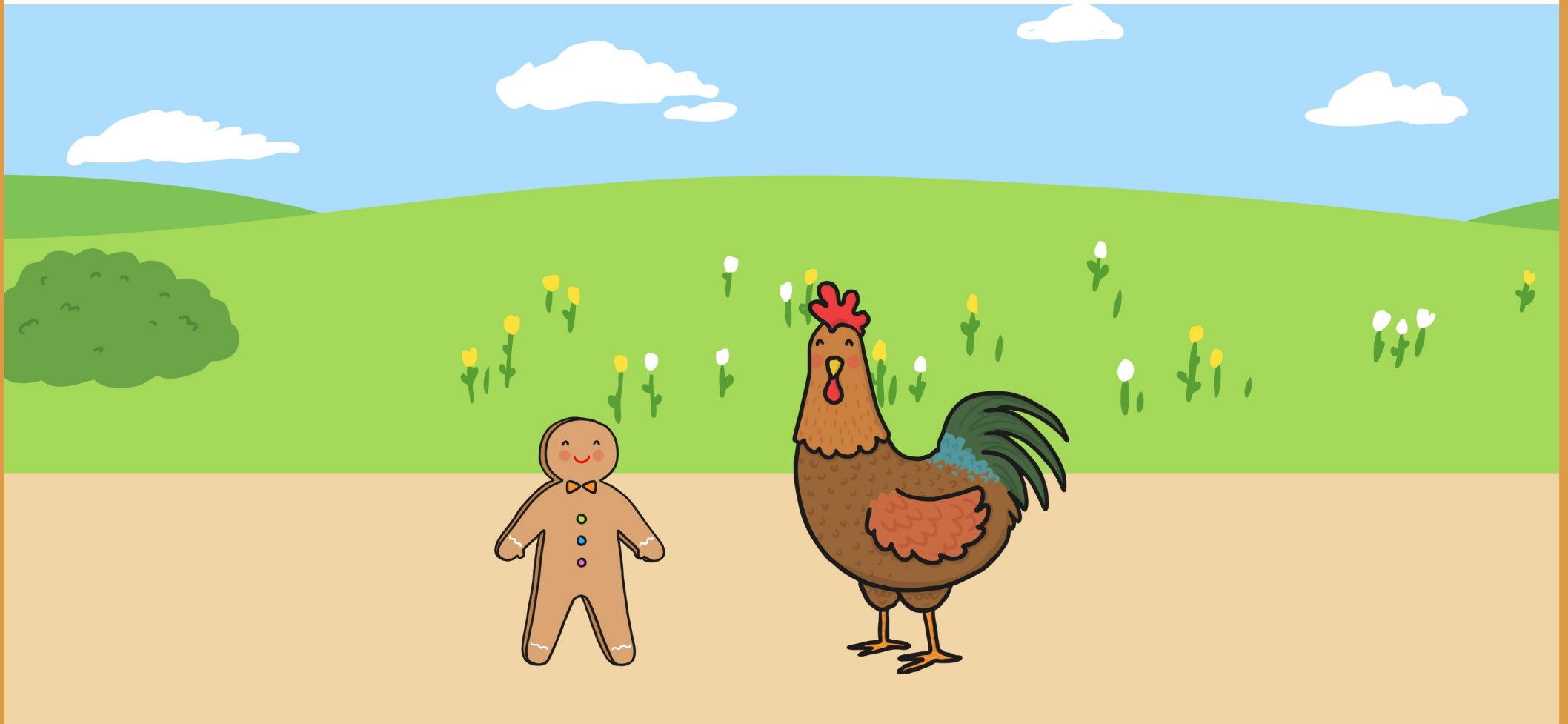
The gingerbread man ran until he came to a dog. “Stop! You look good enough to eat!” said the dog.



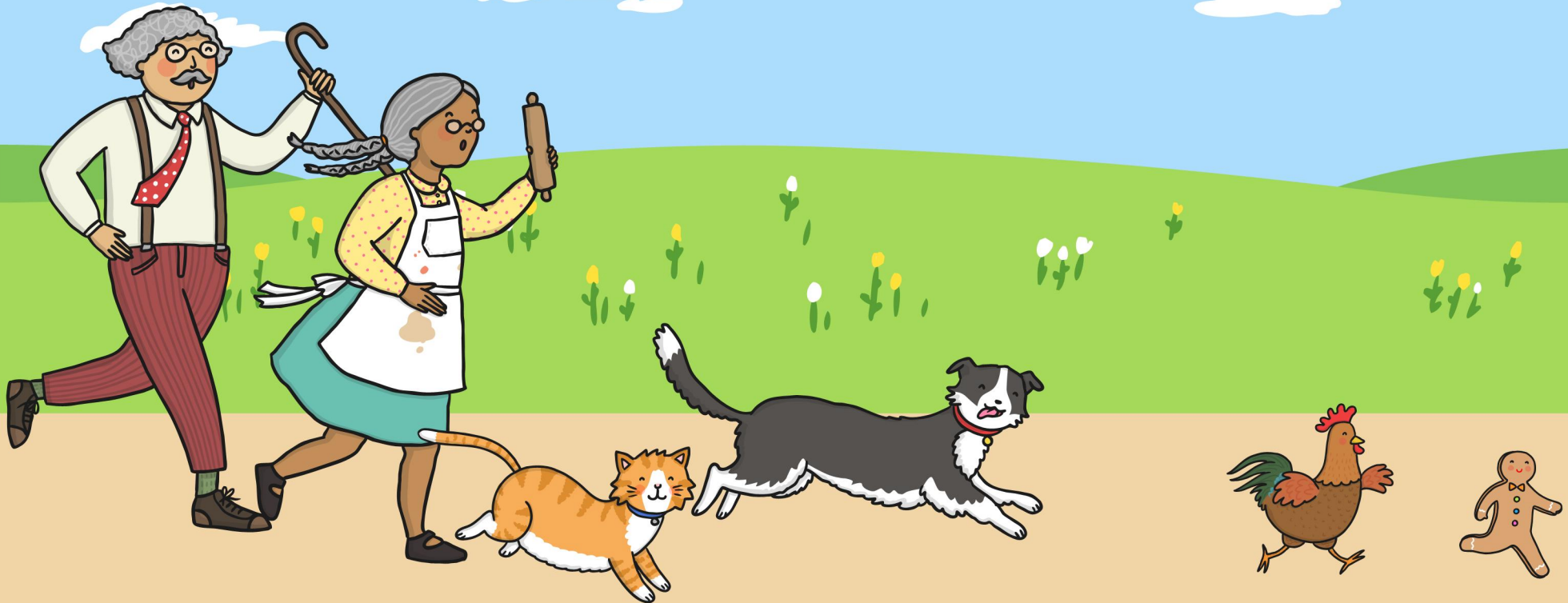
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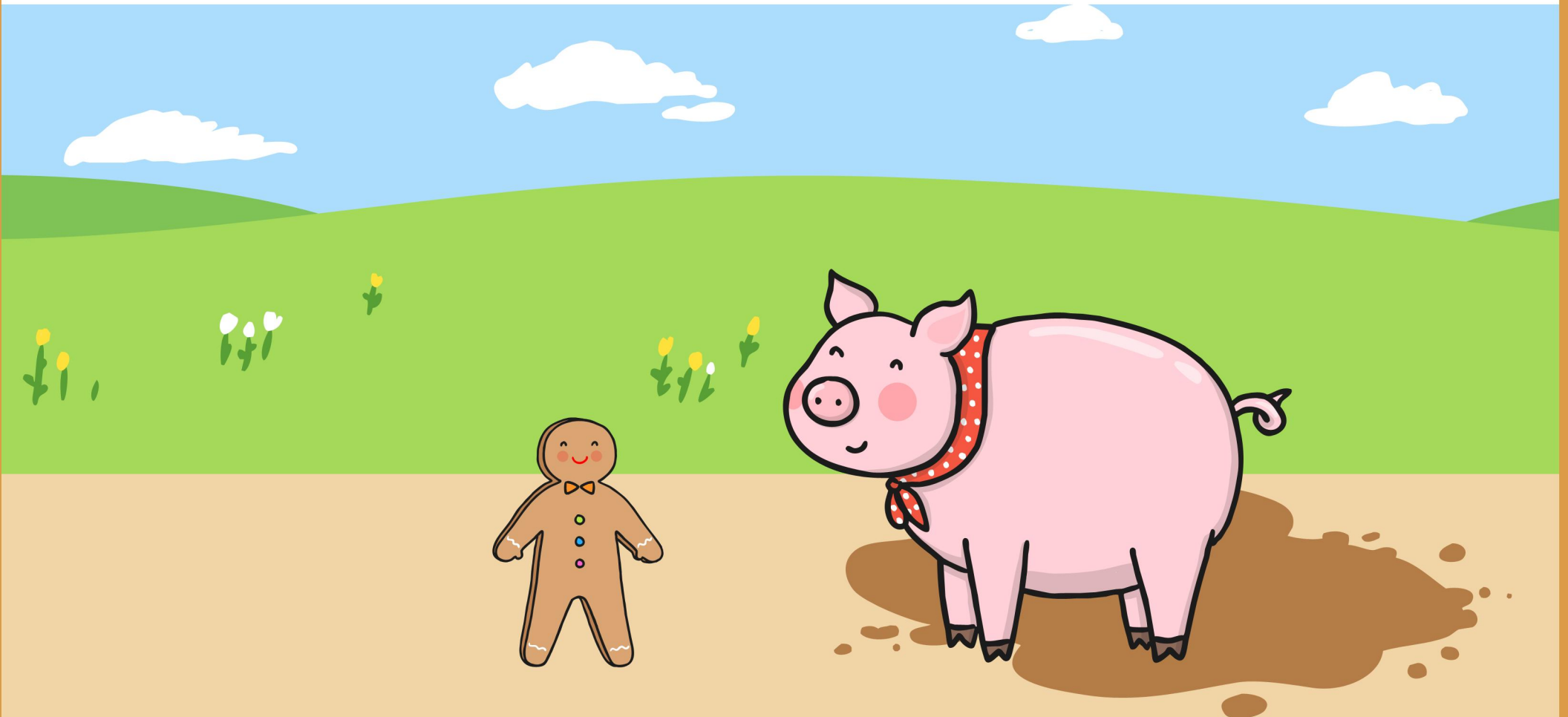
The gingerbread man ran on, then he came to a cockerel.
“Stop! You look good enough to eat!” said the cockerel.



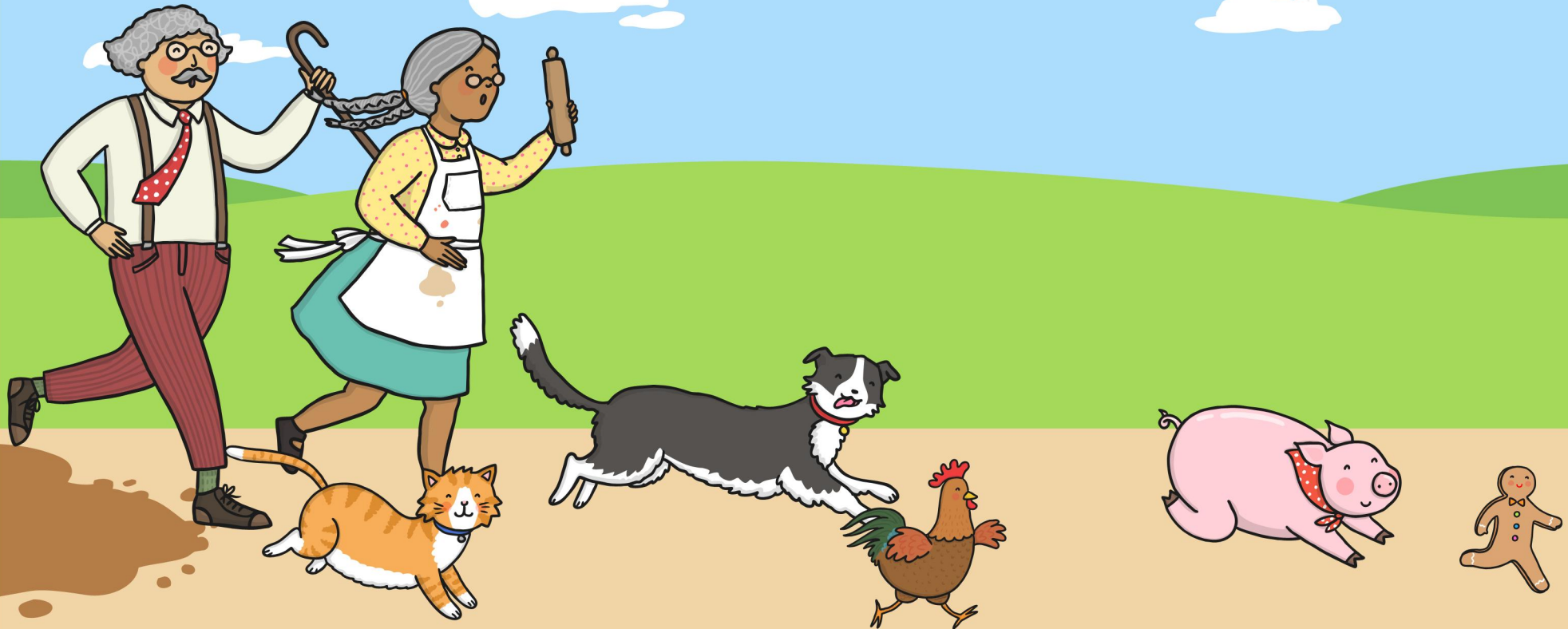
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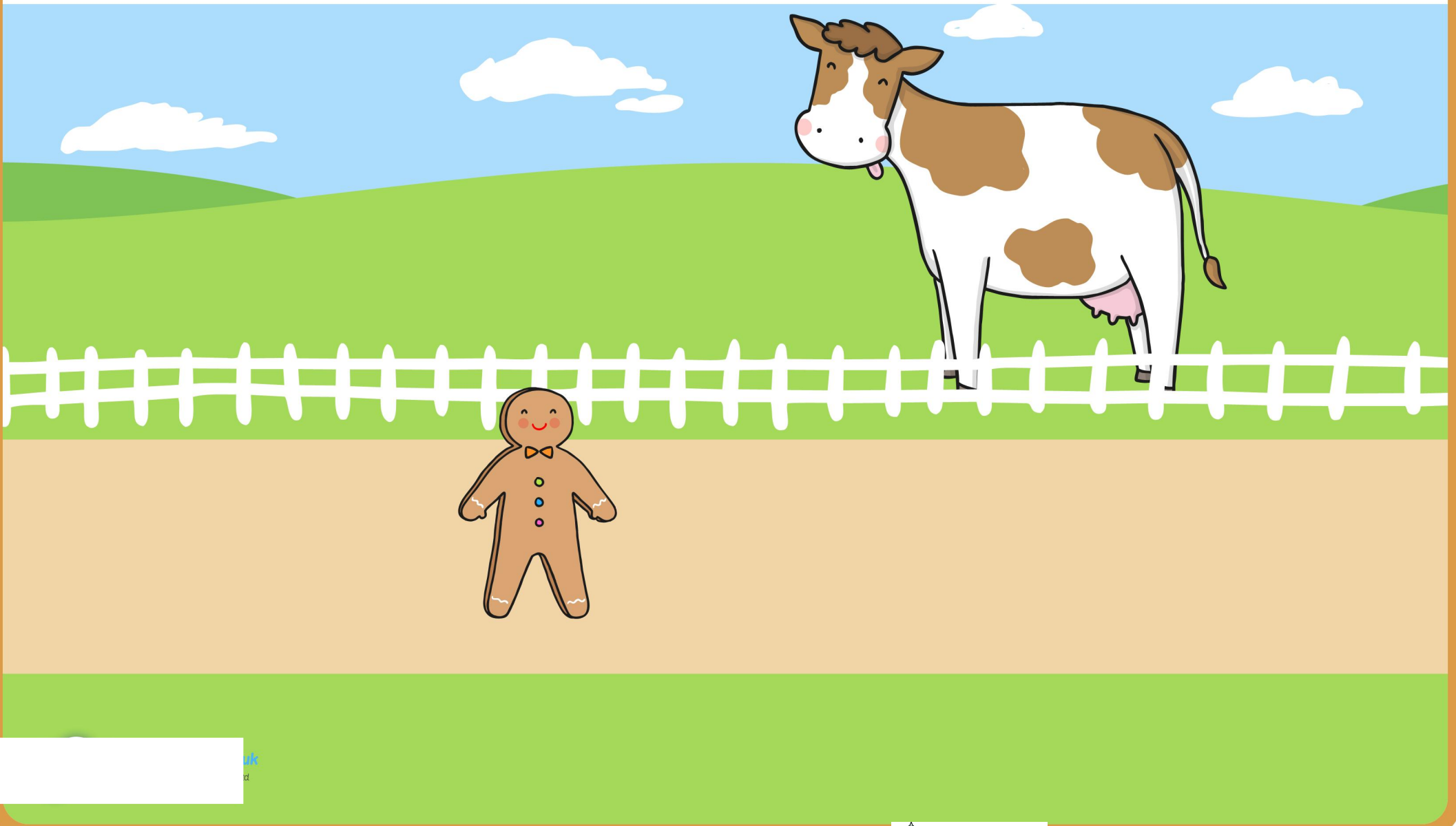
The gingerbread man ran down the lane and came to a pig.
“Stop! You look good enough to eat!” said the pig.



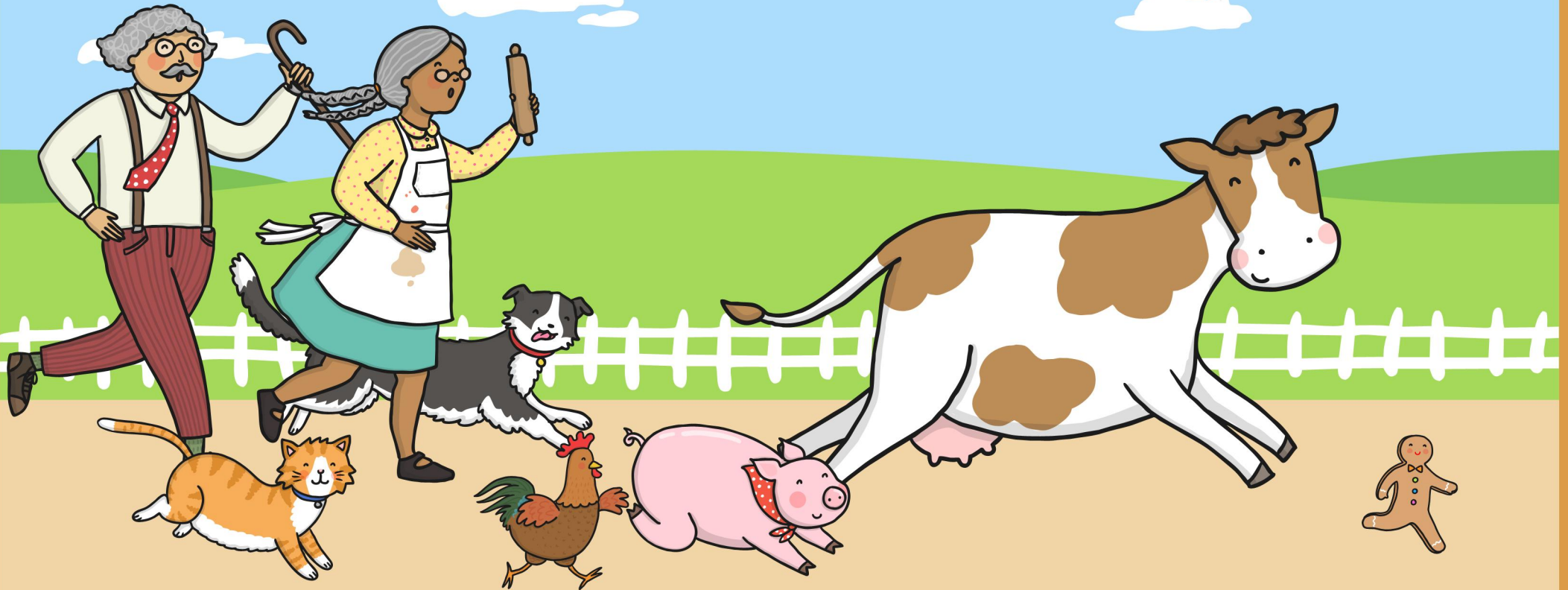
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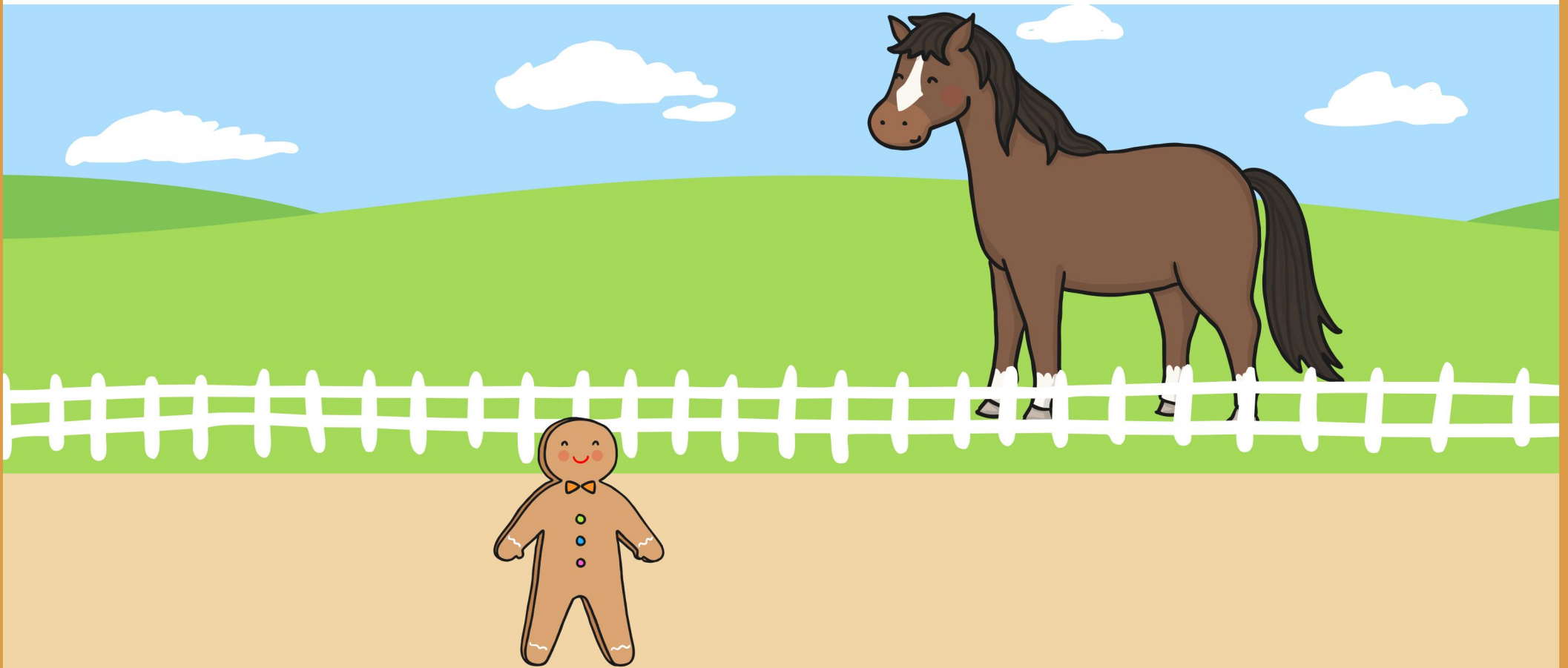
A little further on the gingerbread man came to a cow.
“Stop! You look good enough to eat!” said the cow.



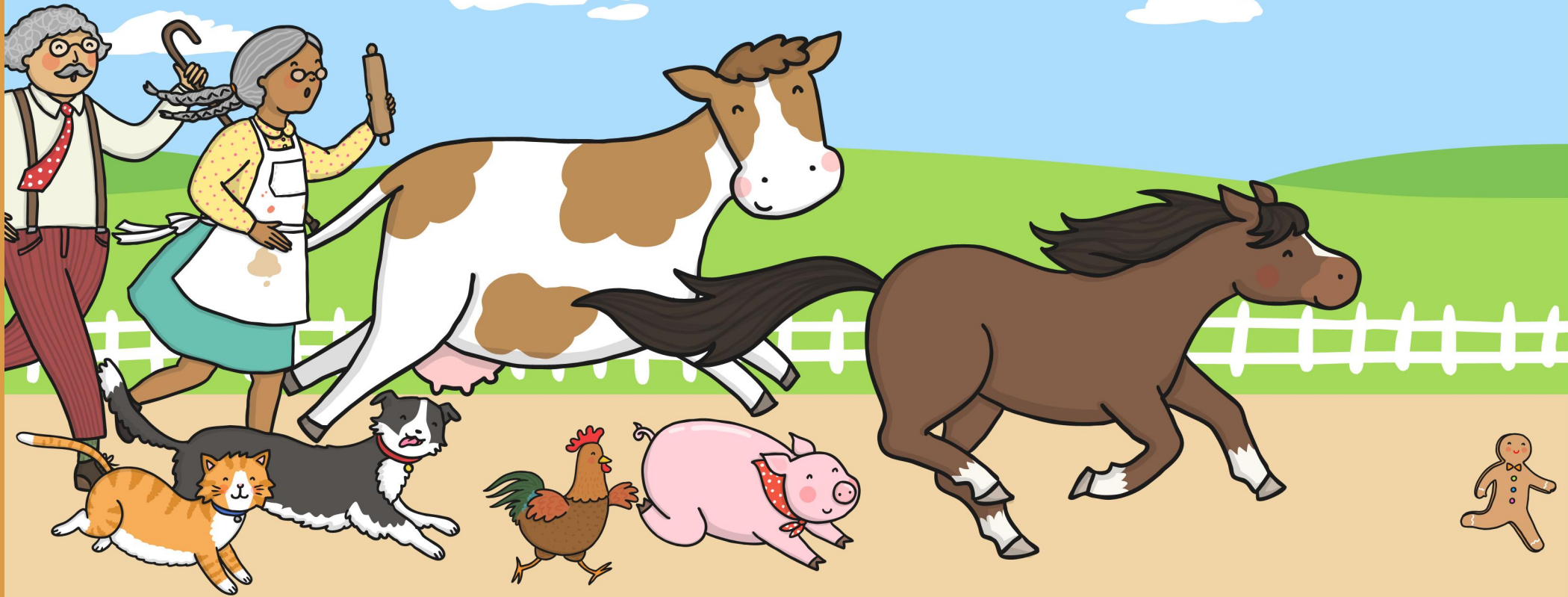
The gingerbread man just laughed and said, "Run, run, as fast as you can! You can't catch me I'm the gingerbread man!"



The gingerbread man ran on, then he came to a horse.
“Stop! You look good enough to eat!” said the horse.



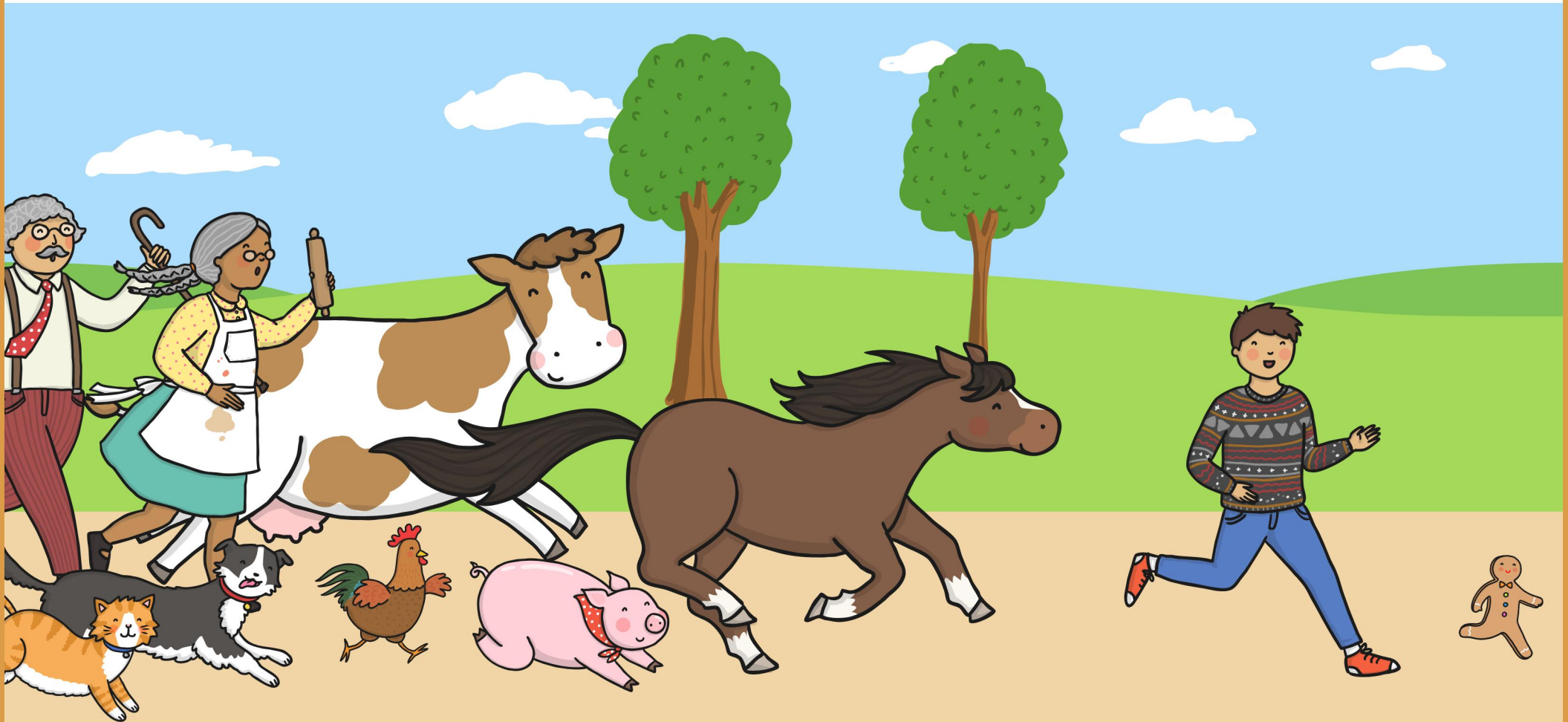
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It was not long before the gingerbread man came to a boy.
“Stop! You look good enough to eat!” said the boy.



The gingerbread man just laughed and said, “Run, run, as fast as you can! You can’t catch me I’m the gingerbread man!”



The gingerbread man kept running and came to a girl. “Stop! You look good enough to eat!” said the girl and she joined in the chase.



The gingerbread man ran on, until he came to a river. He stopped as he could not swim!



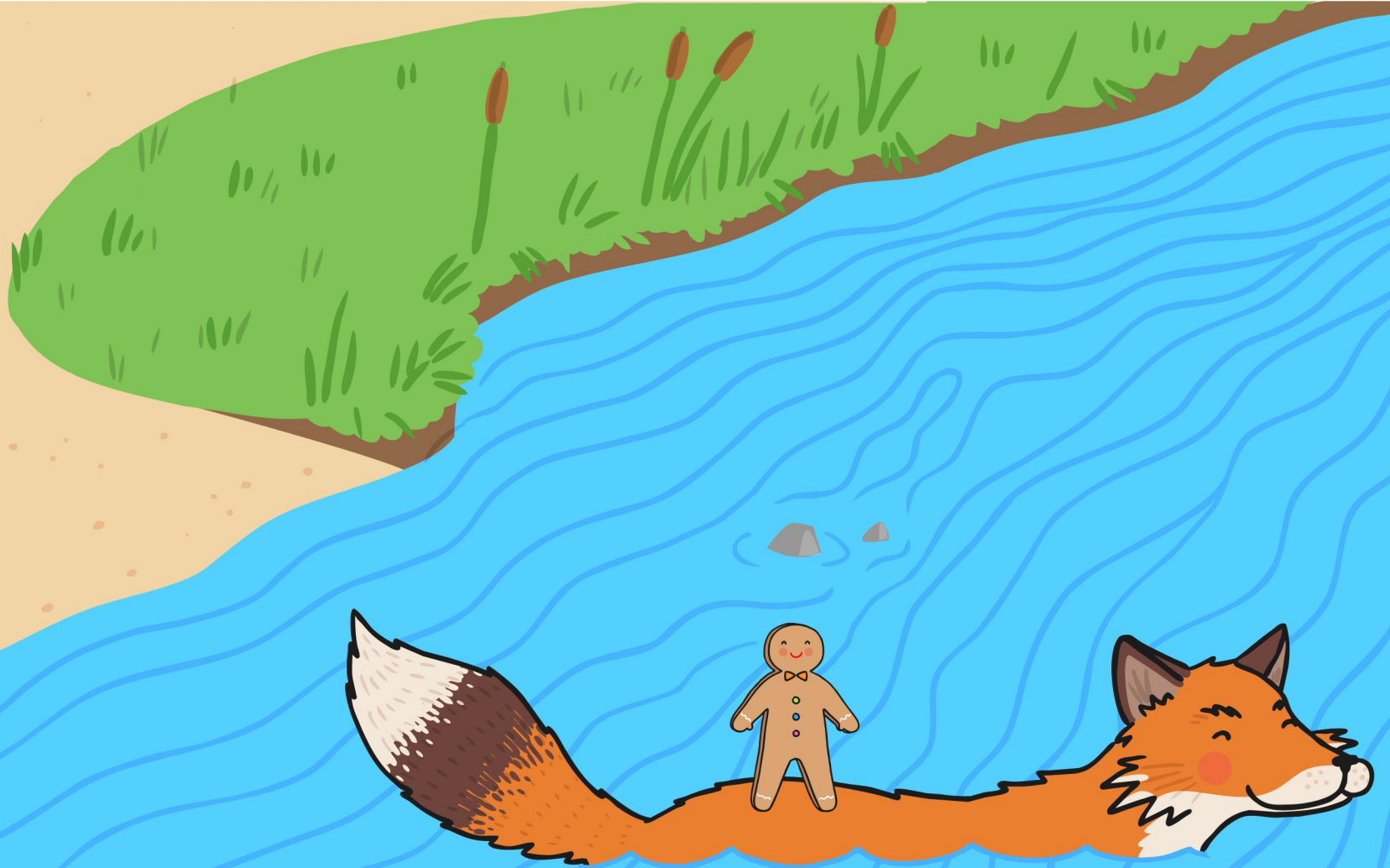
Just then a fox came by. "I can help you cross the river," said the fox. "Just hop onto my tail and I will swim across."



The gingerbread man saw the others coming. He knew that if he did not go with the fox he would be eaten, so he jumped onto his tail.



Soon the gingerbread man began to get wet. "Climb onto my back," said the fox, so the gingerbread man did.



The water was getting even deeper. This time the fox said, "Jump onto my nose so that you don't get wet." The gingerbread man climbed right onto the tip of his nose.



Just then the fox tipped back his head and the gingerbread man flew into the air. The fox opened his mouth and SNAP!
That was the end of the gingerbread man.





Adult Teaching Suggestions

We hope you find these Pre-Key Stage Standard suggestions useful. Please be aware that the suggestions and resources mentioned are potential ways to check understanding relating to the relevant strands. Other resources may be needed in addition to those suggested.

Strand A

In a familiar story/rhyme, **the pupil can**, when being read to by an adult (one-to-one or in a small group), **indicate correctly pictures of characters and objects in response to questions, such as 'Where is (the).....?'**

Task

Activity One – I Spy!

Use the [I Spy with My Little Eye Activity](#) to encourage pupils to find characters and objects. If the pupil is finding it difficult to scan the whole page draw a circle to define the search area and ask the pupil to find characters and objects within this area.



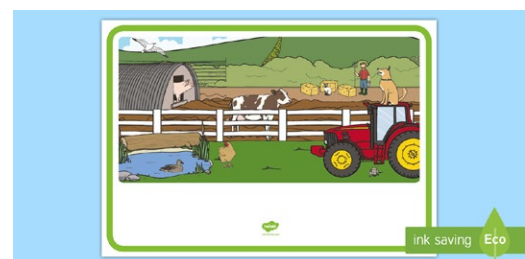
Activity Two – Sharing Stories and Rhymes

When reading a range of fiction and non-fiction books with the pupil that reflects their interests, spend a few minutes looking at the pictures and discussing what is happening on each page. Use The [Gingerbread Man eBook](#), sharing the story. Use The [Gingerbread Man Stick Puppets](#) to see if pupils can match the characters and name some of the key objects, such as the cottage/house, the river, the oven etc. If pupils are secure with matching, ask them to identify the characters without the use of the picture prompts. You could ask: 'Where is the man?'; 'Where is the dog?'; or 'Where is the river?'



Activity Three – Picture It

Use the [Airport Can You Find Poster](#), [Farm Can You Find Poster](#) and [Swimming Pool Can You Find Poster](#) to ask the pupil to identify objects and characters within a variety of topics and settings.





Adult Teaching Suggestions

We hope you find these Pre-Key Stage Standard suggestions useful. Please be aware that the suggestions and resources mentioned are potential ways to check understanding relating to the relevant strands. Other resources may be needed in addition to those suggested.

Strand B

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), show anticipation about what is going to happen (e.g. by turning the page).

Task

Activity One – Sequencing Picture Cards

Use the [At the Circus Sequencing Cards](#) to encourage pupils to anticipate what will happen next. Place the cards in order on the table face down. Turn the first card over and describe what is happening in the picture. Before turning the next card over, ask the pupil what might happen in the next picture. Make the activity more engaging for the pupil by helping them to get excited about what might happen next.



Activity Two – Reading from an eBook

Use [The Zoo Vet eBook](#) or any of the Twinkl eBooks available to encourage children to use technology and anticipate what will happen next. Create excitement by inviting different pupils to 'click' to turn the page during reading time.



Activity Three – Classroom Modelling

Demonstrate the turning of pages while reading stories to the class or to small groups, using a variety of big books.



At the Circus



At the Circus

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Empty rounded rectangular box for writing.

Sequencing at the Circus

Instructions

Cut out the pictures on the page, turn them face down on the table.

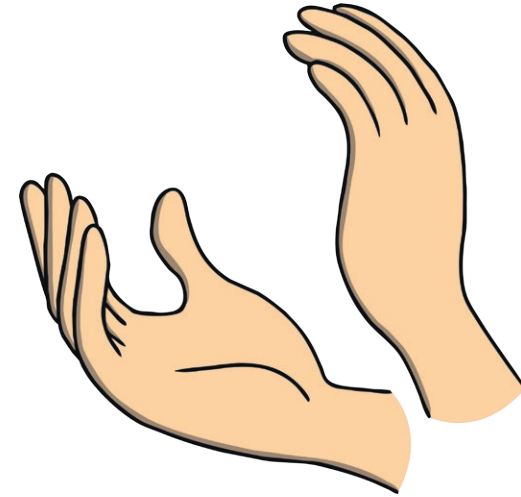
The child can then turn over the first picture of the sequence, placing it on the left-hand side of the table. Always work from left to right. Discuss with the child what is happening in the picture and create a sentence together about the picture.

Before you turn over the next picture, ask the child what might happen next and get their thoughts before turning over the card. Repeat the above steps until the sequence is complete.

It is a great opportunity, whilst working on sequences, for the adult to use time language, such as what happened first, next and last, or beginning, middle and end. You could also ask the child to think of a different ending to the sequencing cards.



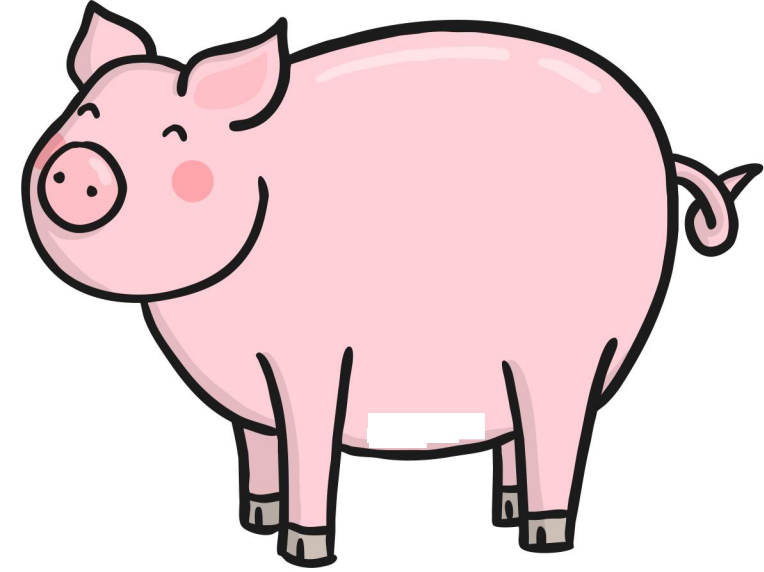
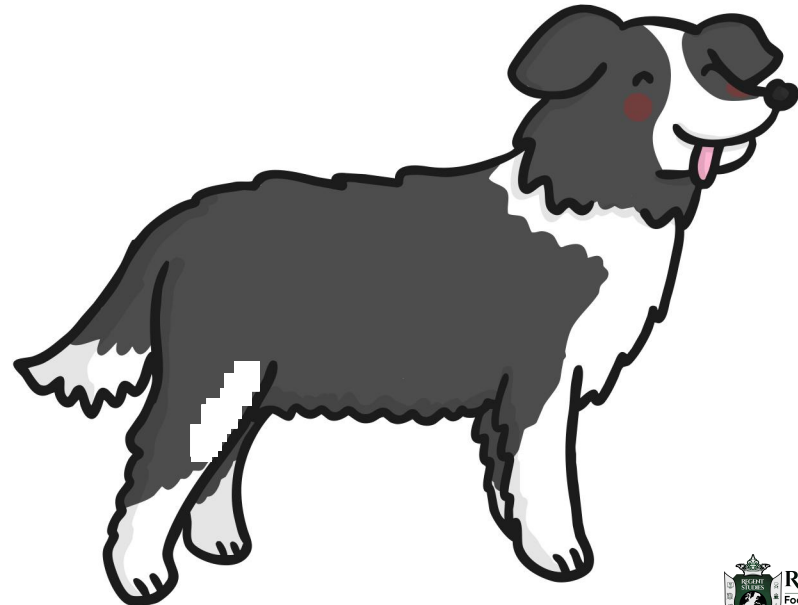
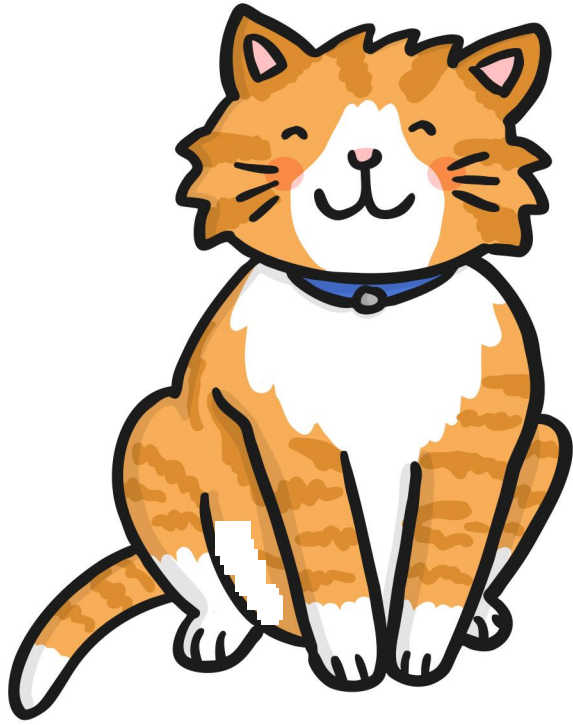
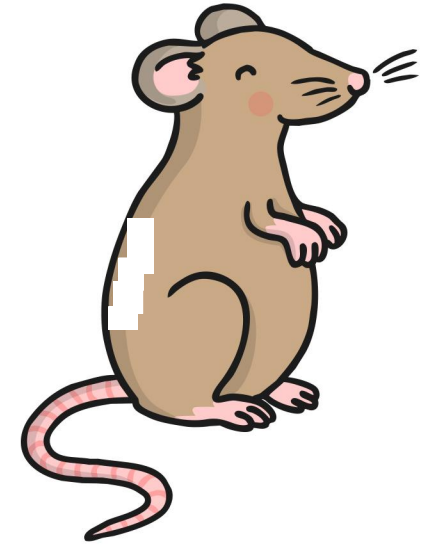
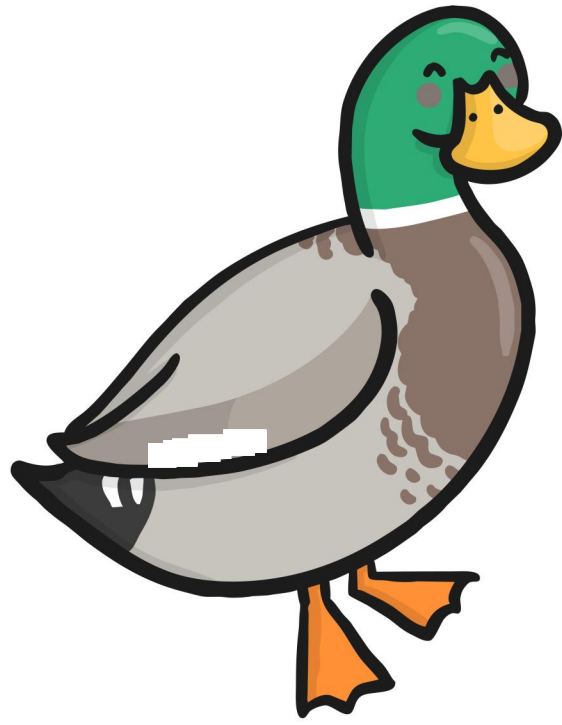
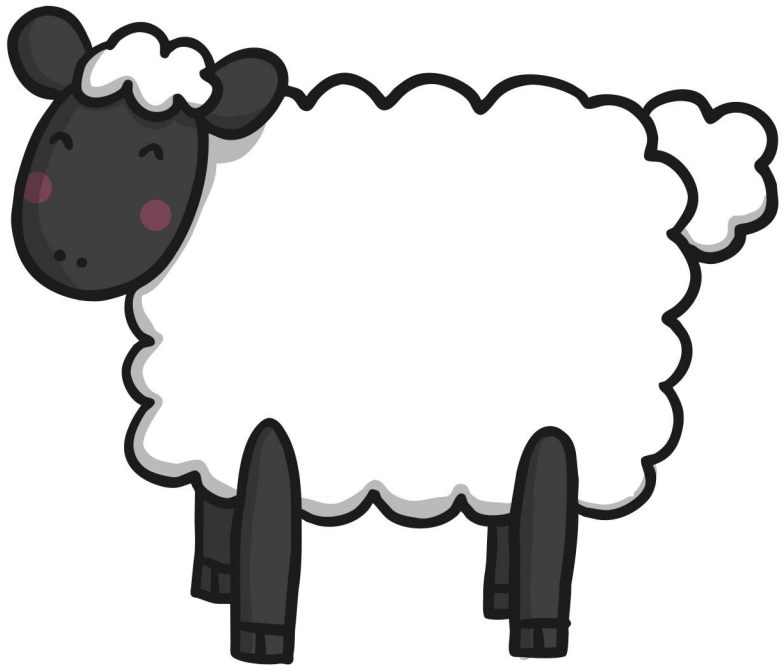
happy

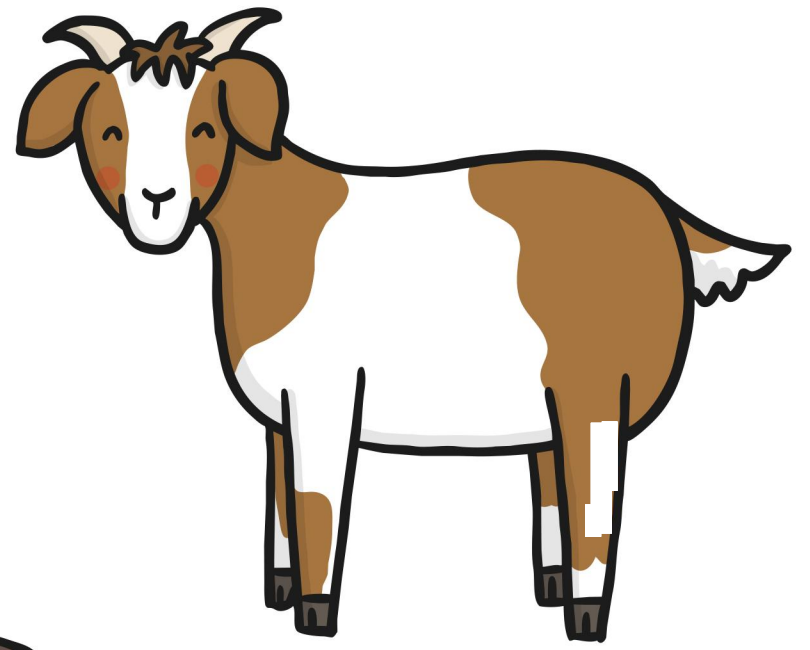
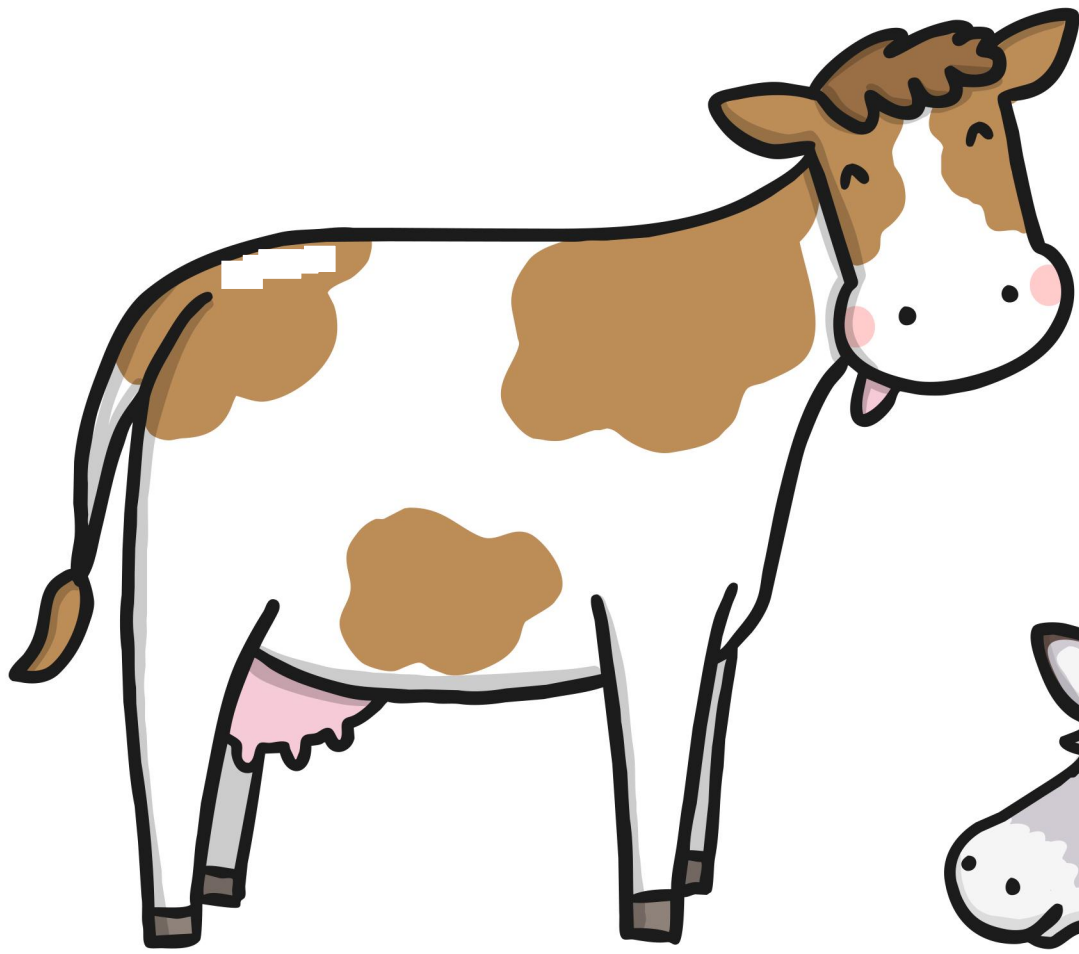


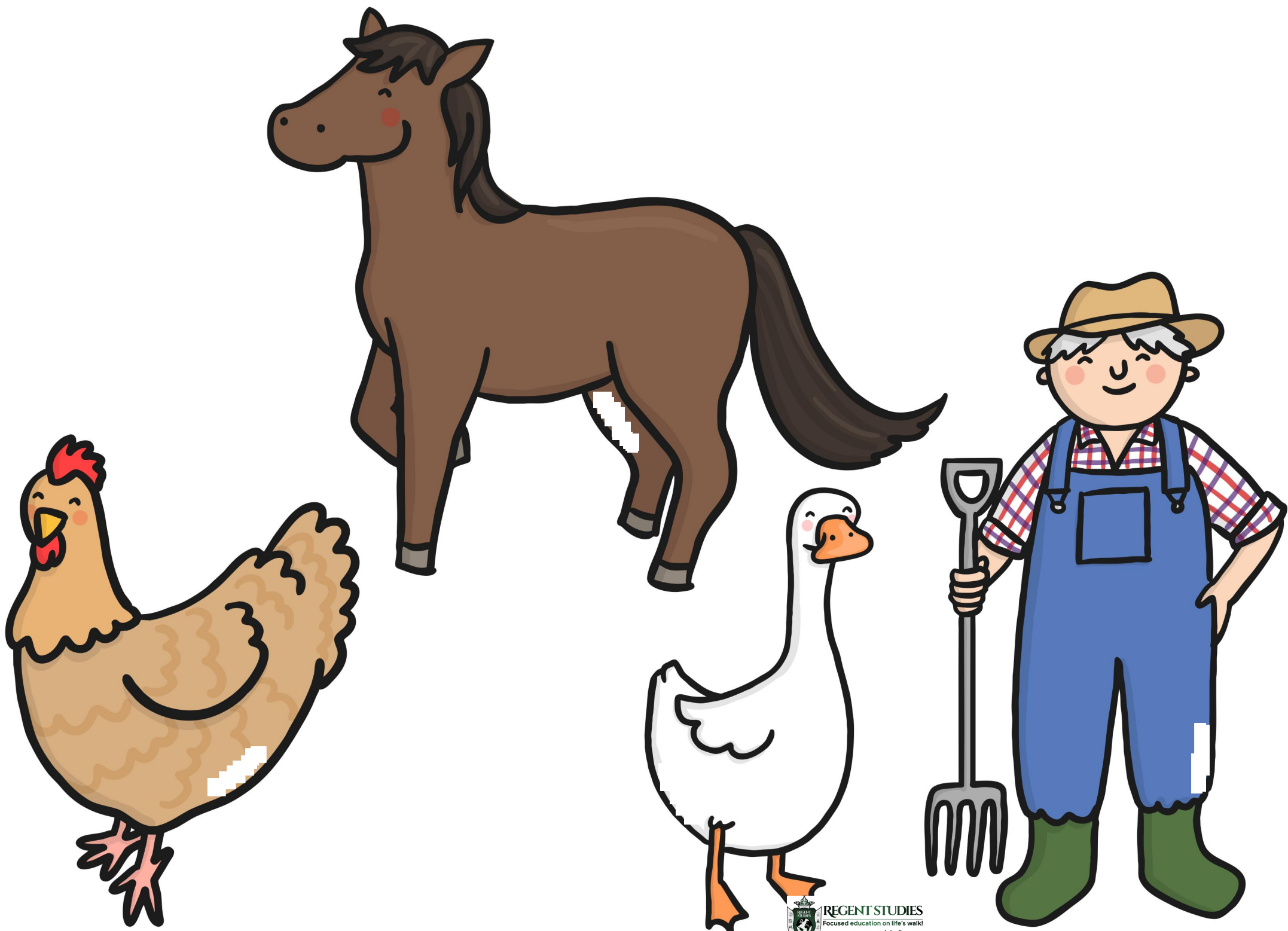
clap

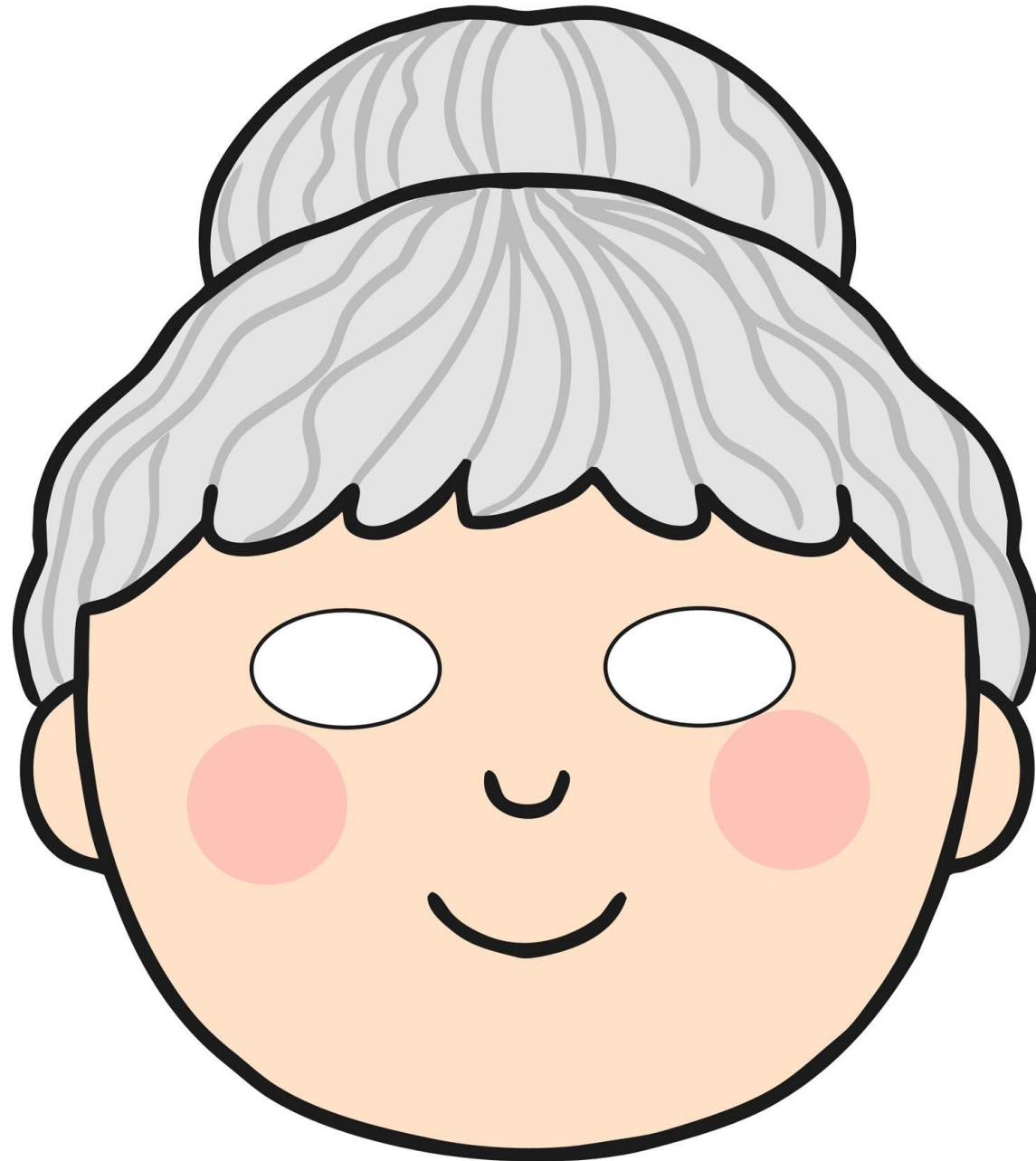


hands

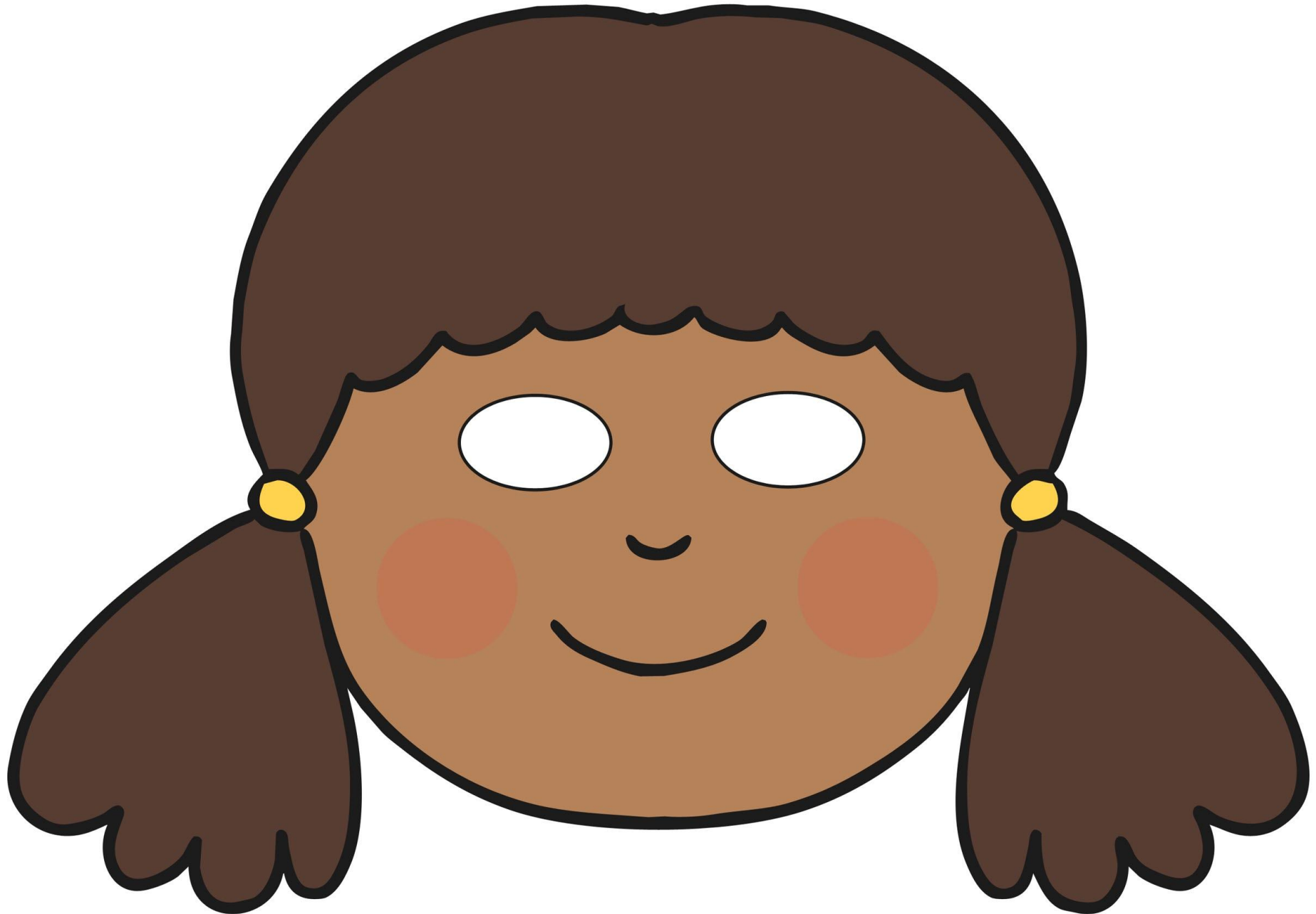


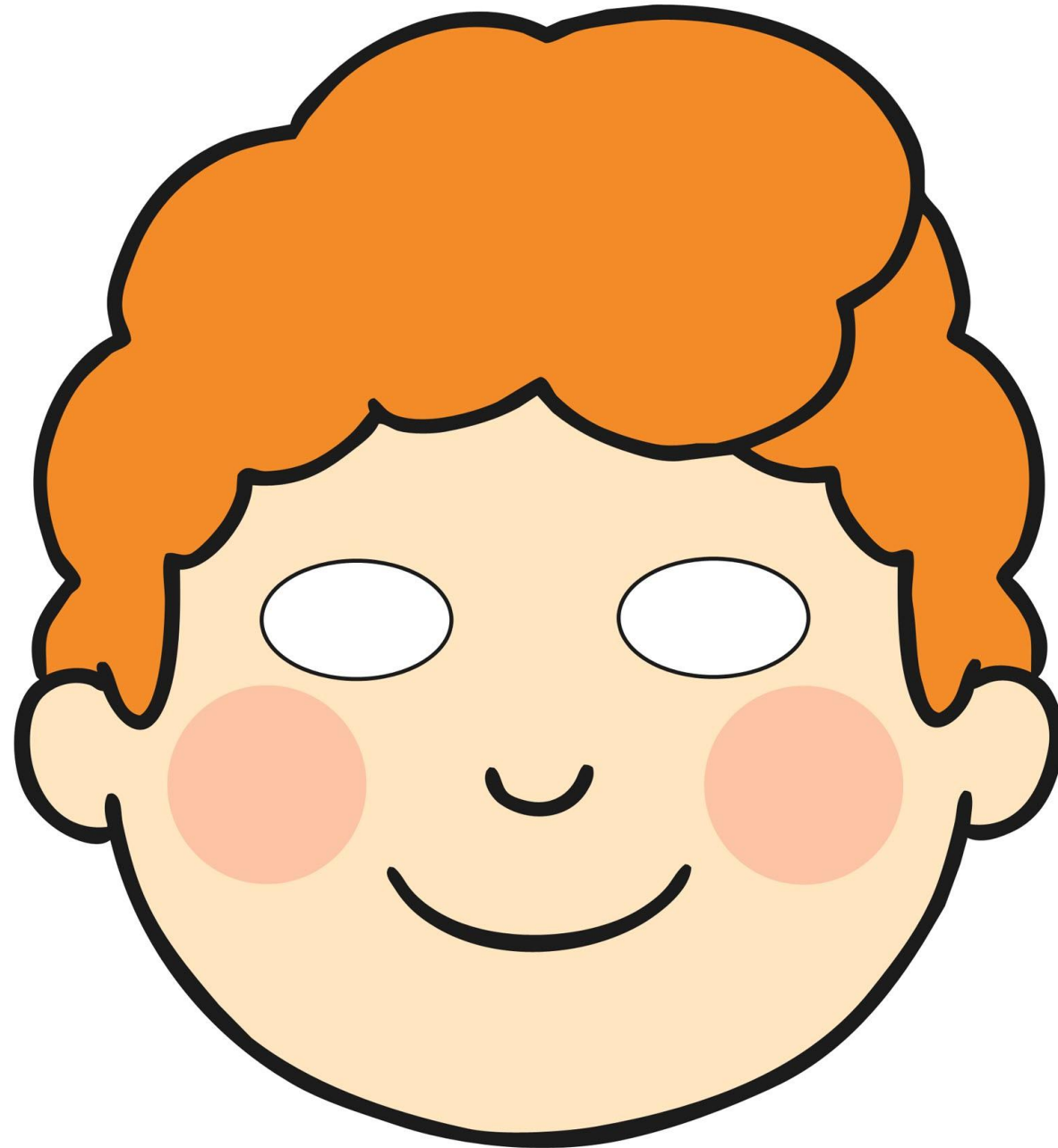






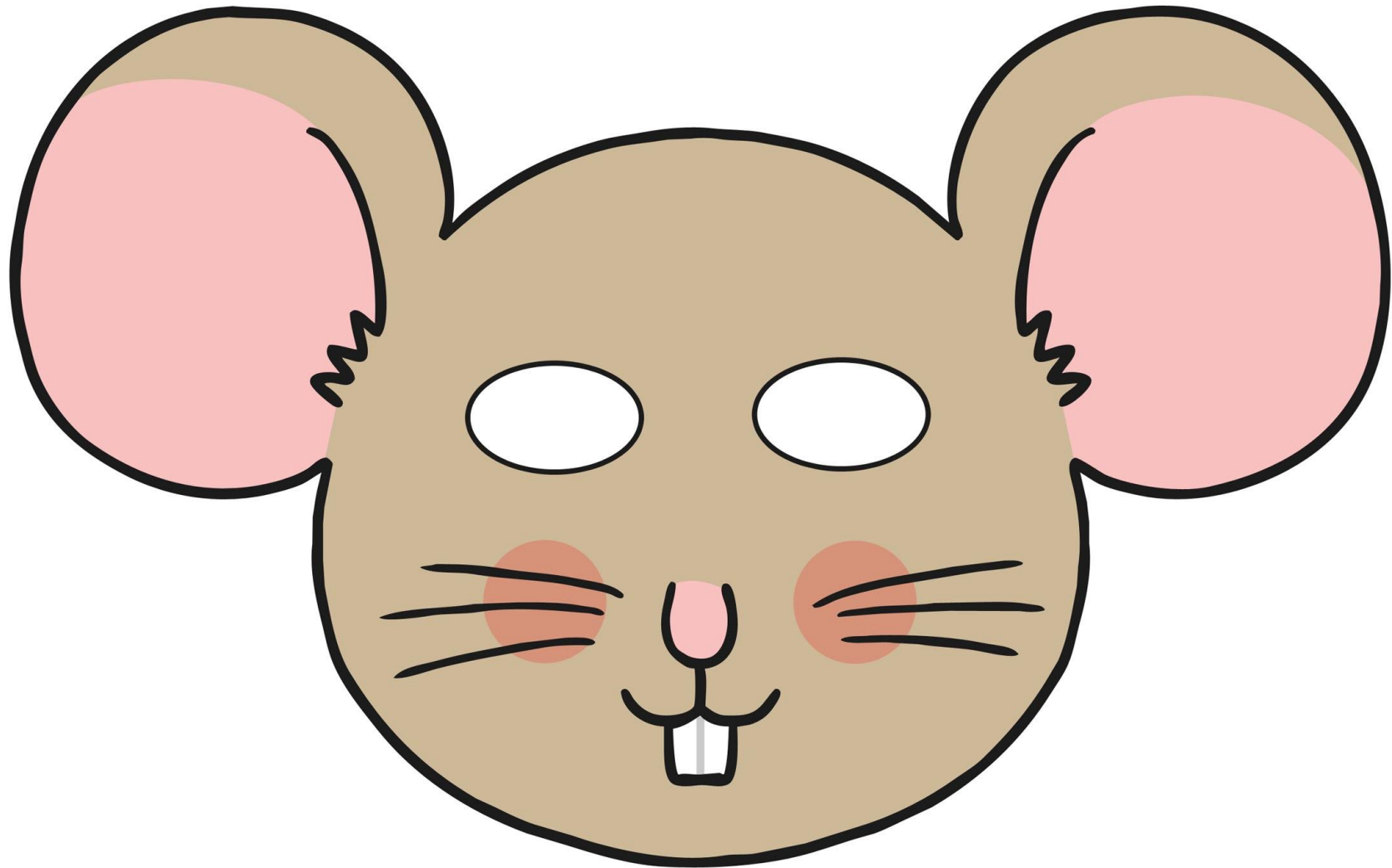












The Enormous Turnip

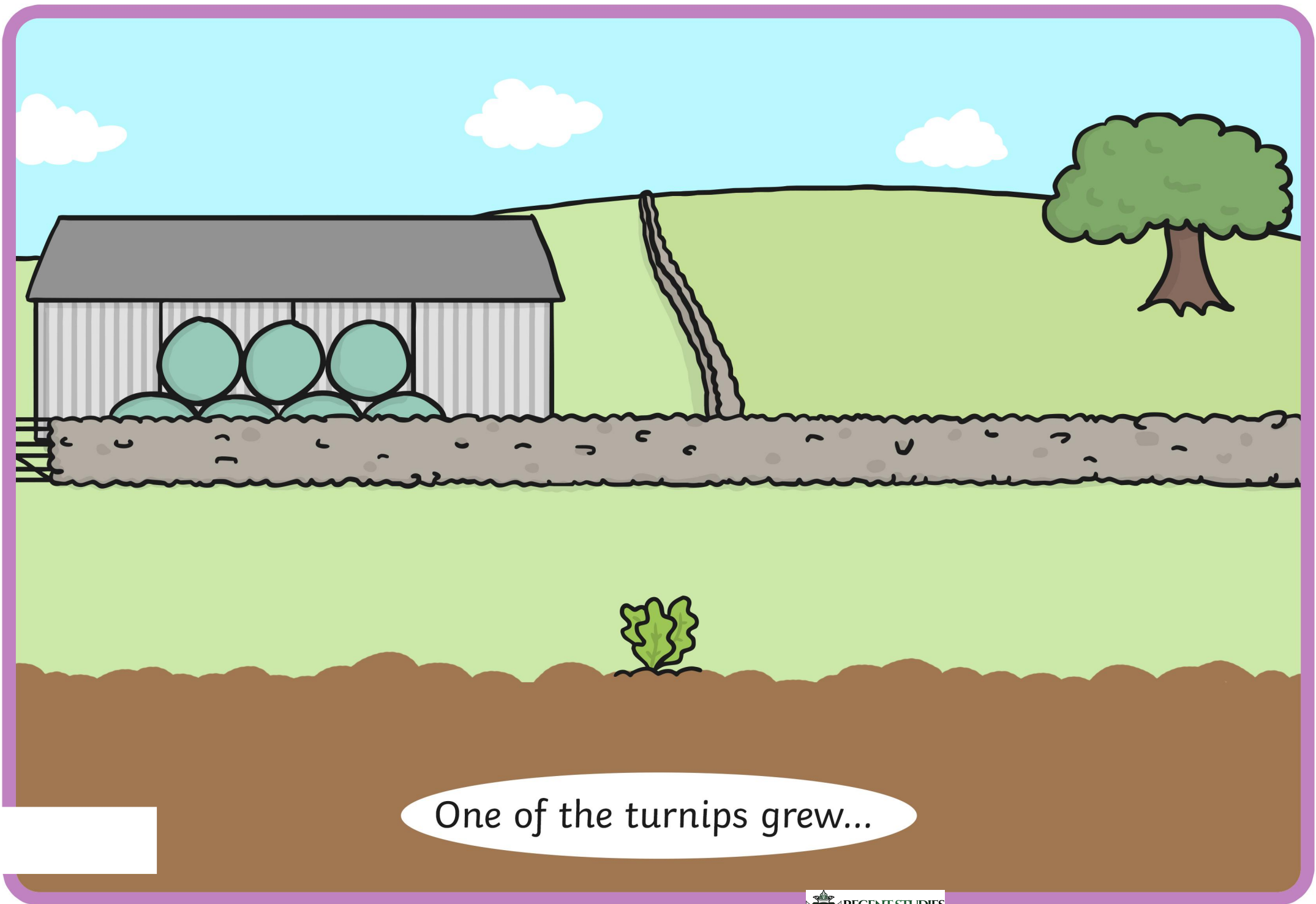


Once upon a time there lived a little old man and a little old woman.

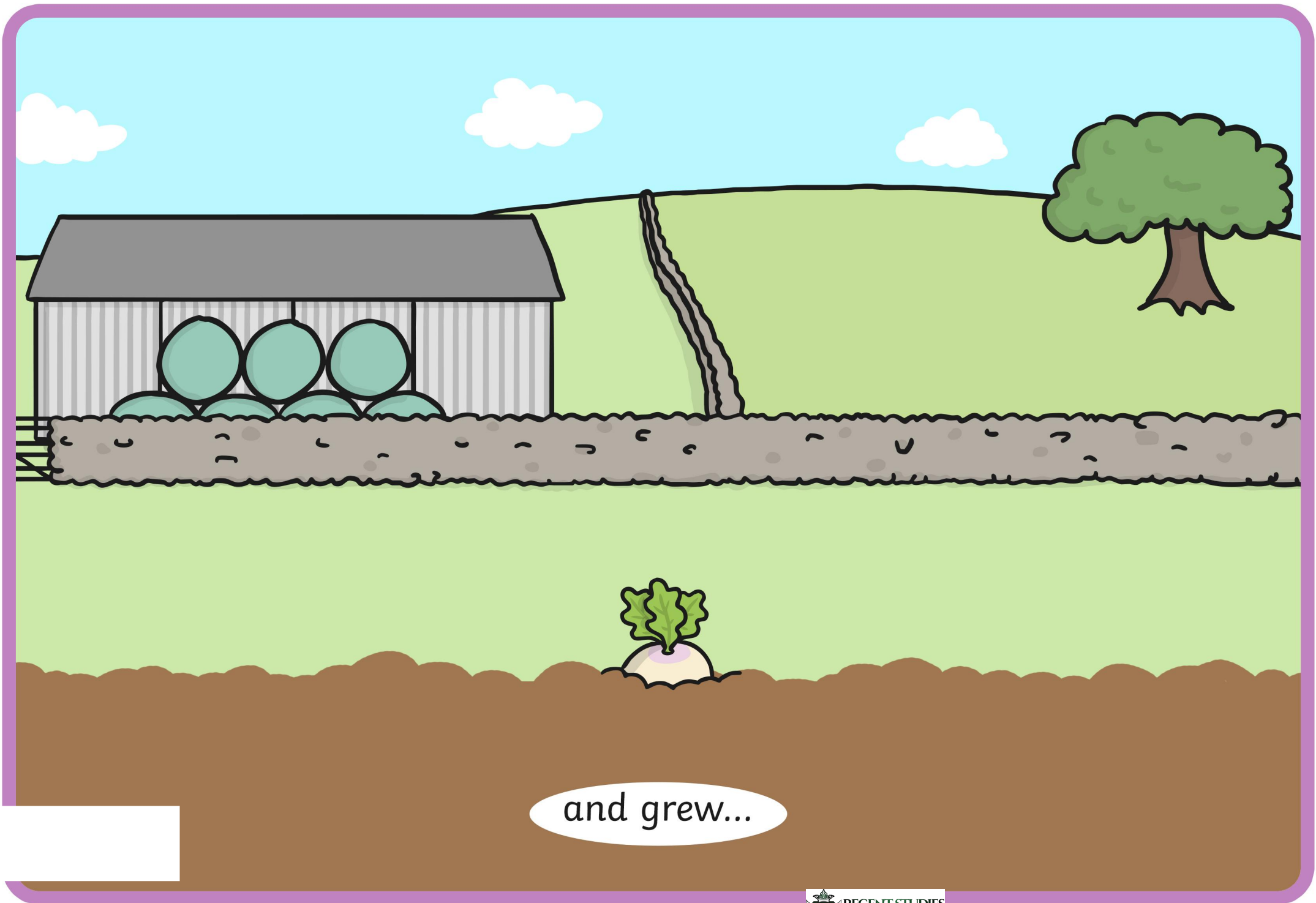


One day the little old man planted some turnip seeds.



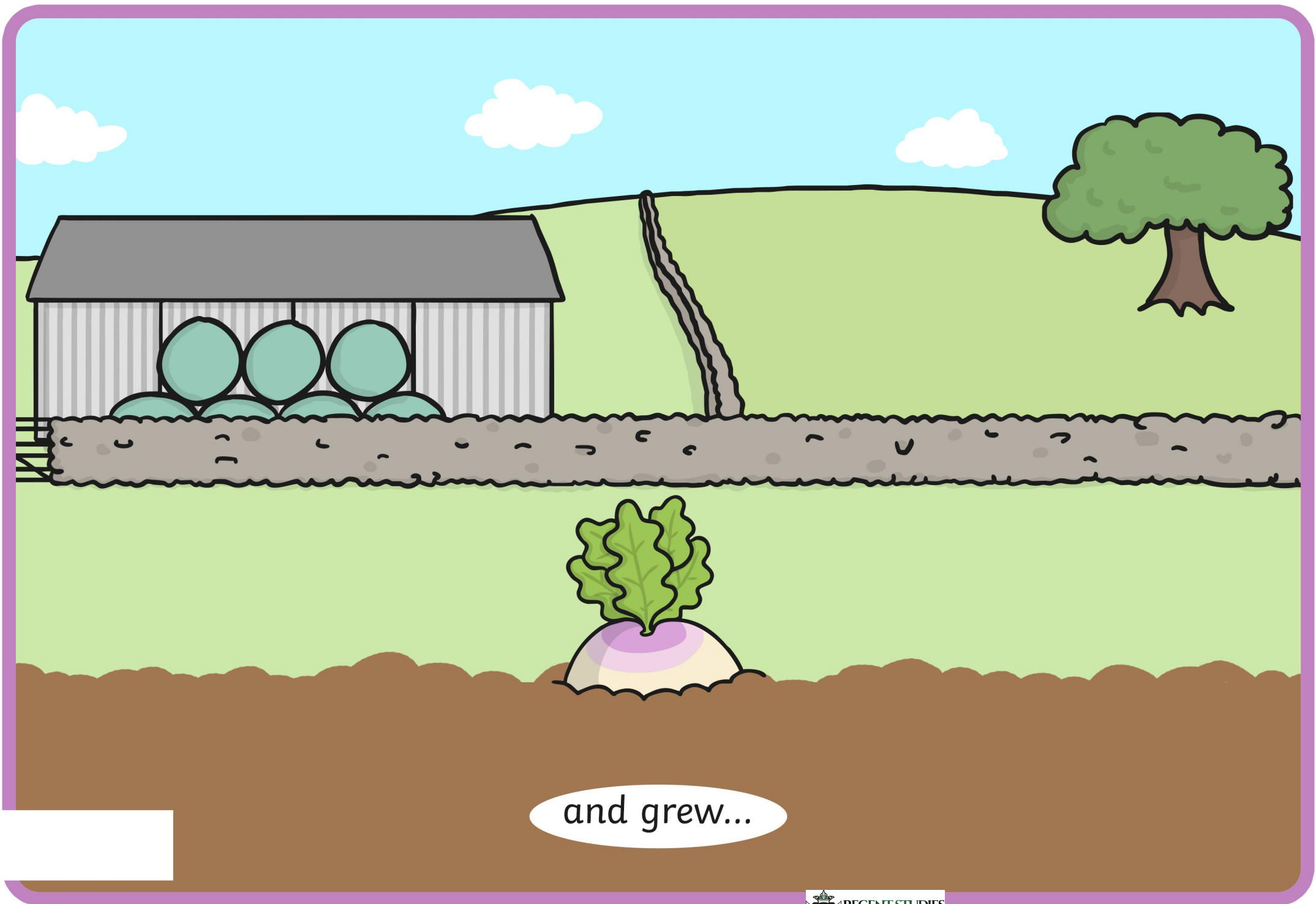


One of the turnips grew...



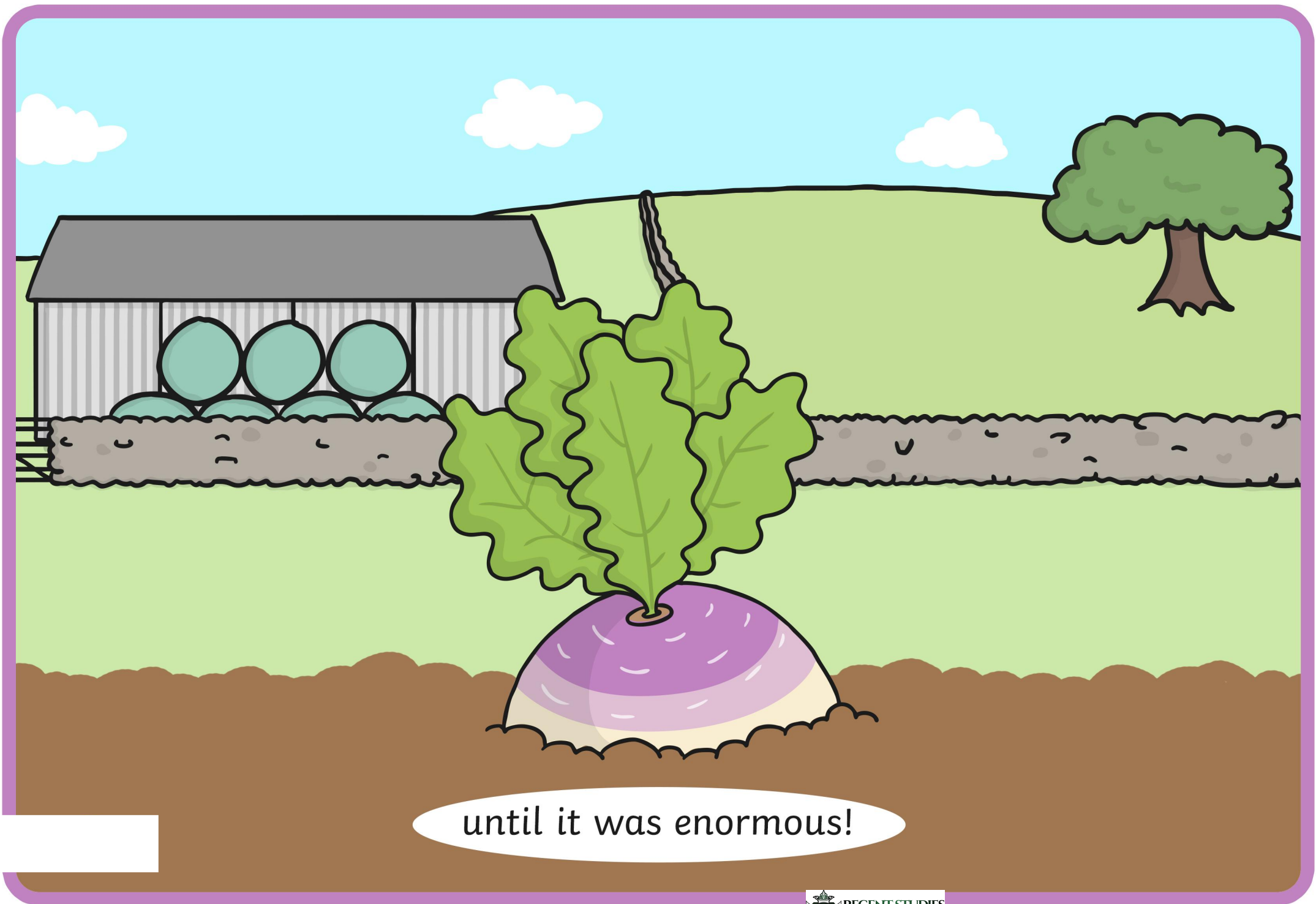
and grew...





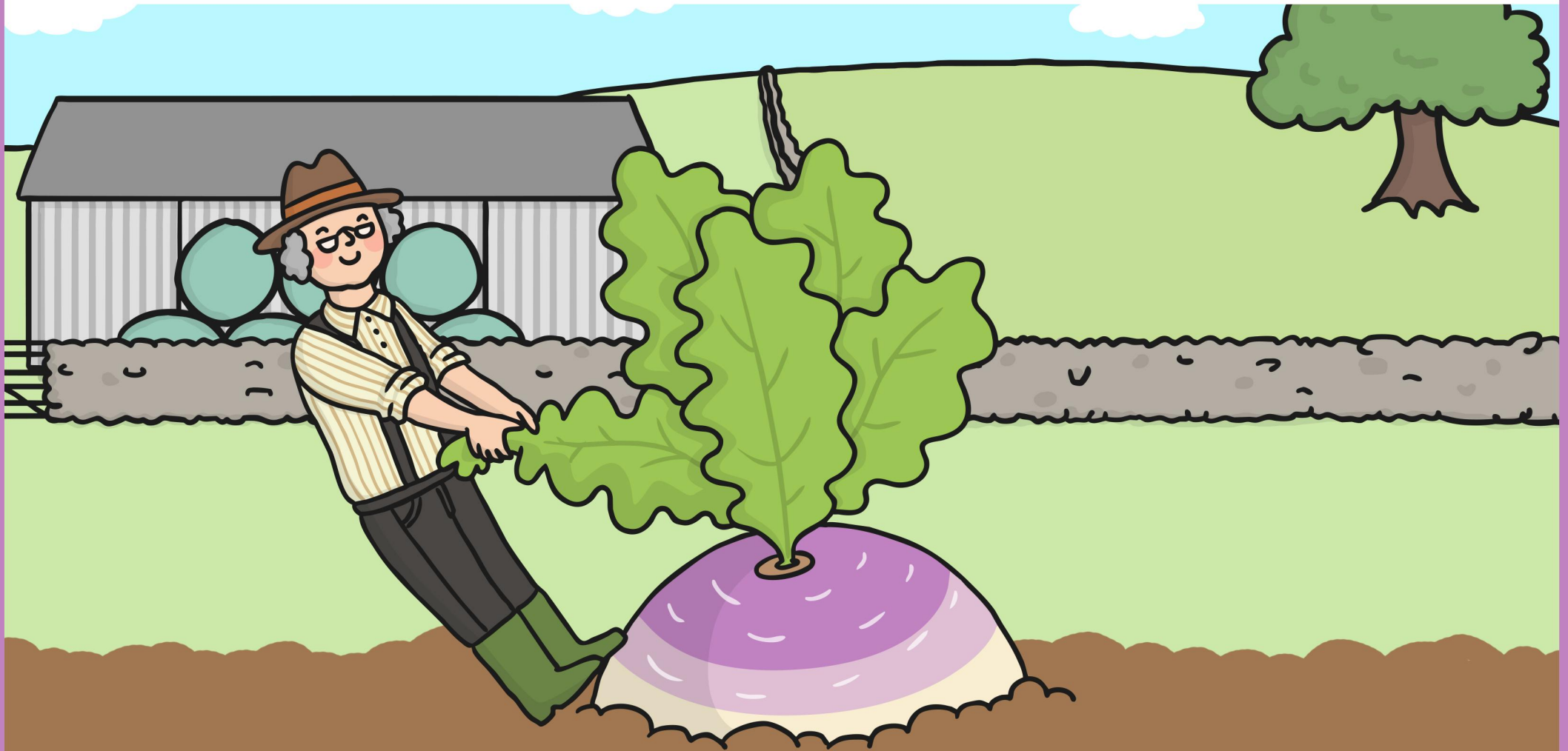
and grew...



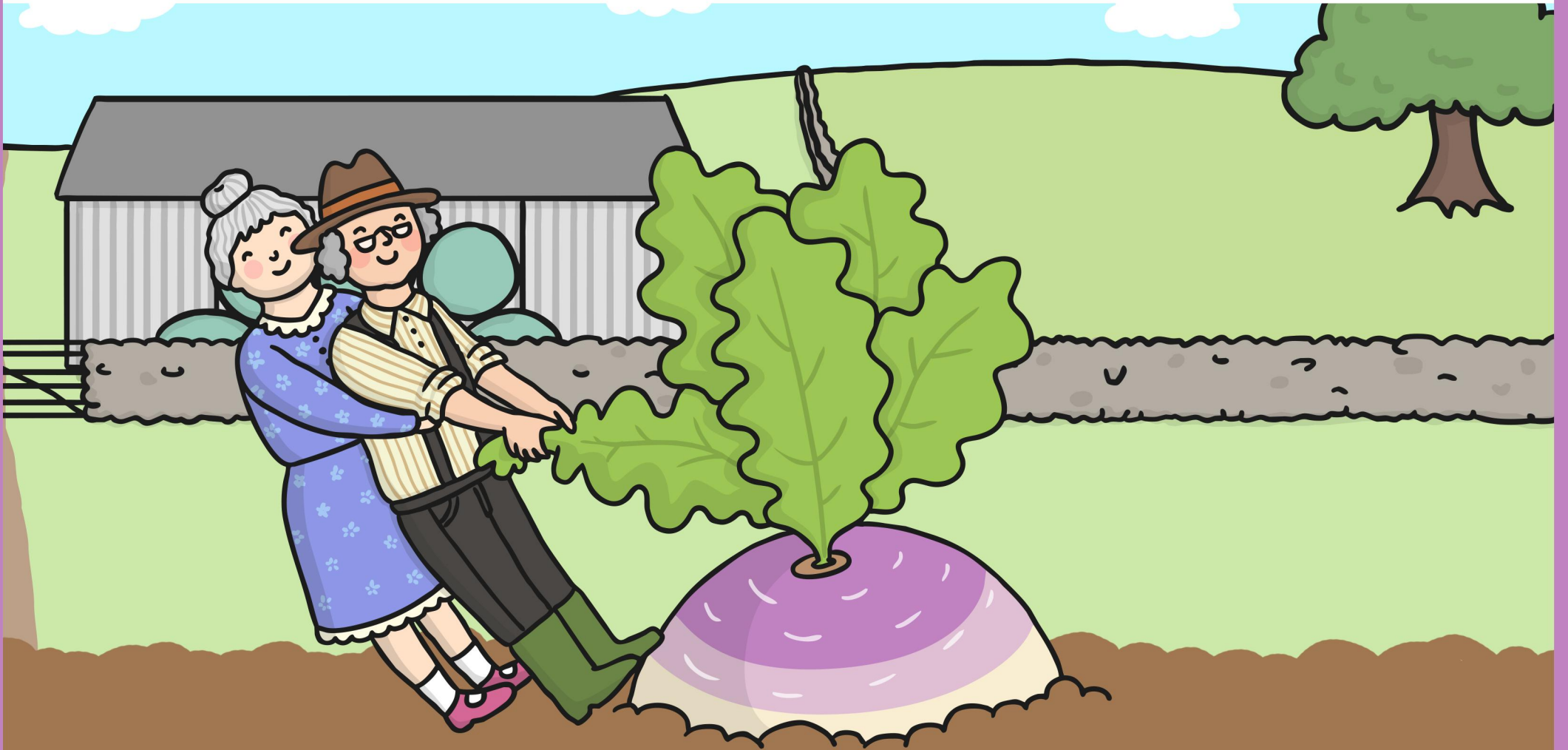


until it was enormous!

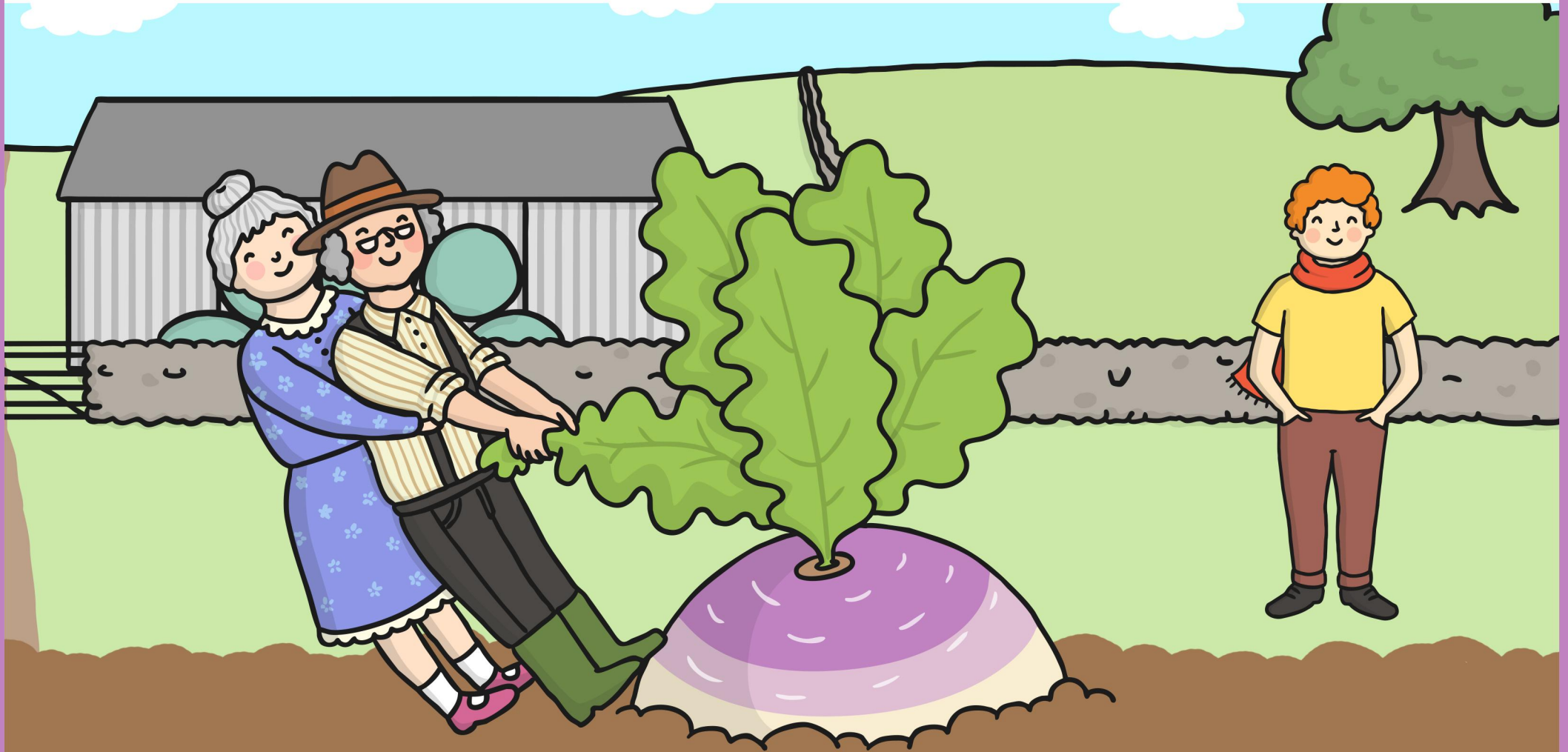
The little old man pulled, and pulled, and pulled, but still the turnip would not budge!



The little old man shouted to his wife to help. Together they pulled, and pulled, but still the turnip would not budge!



So the little old man and the little old woman shouted to a boy who was playing in the field.



Together they pulled, and pulled, and pulled, but still the turnip would not budge!



So the little old man, the little old woman and the boy shouted to a girl to help them.



Together they pulled, and pulled, and pulled, but still the turnip would not budge!



So the little old man, the little old woman, the boy and the girl shouted to the old man's dog to help them.



Together they pulled, and pulled, and pulled, but still the turnip would not budge!



So the little old man, the little old woman, the boy, the girl and the dog called the little old woman's cat to help.



Together they pulled, and pulled, and pulled, but still the turnip would not budge!



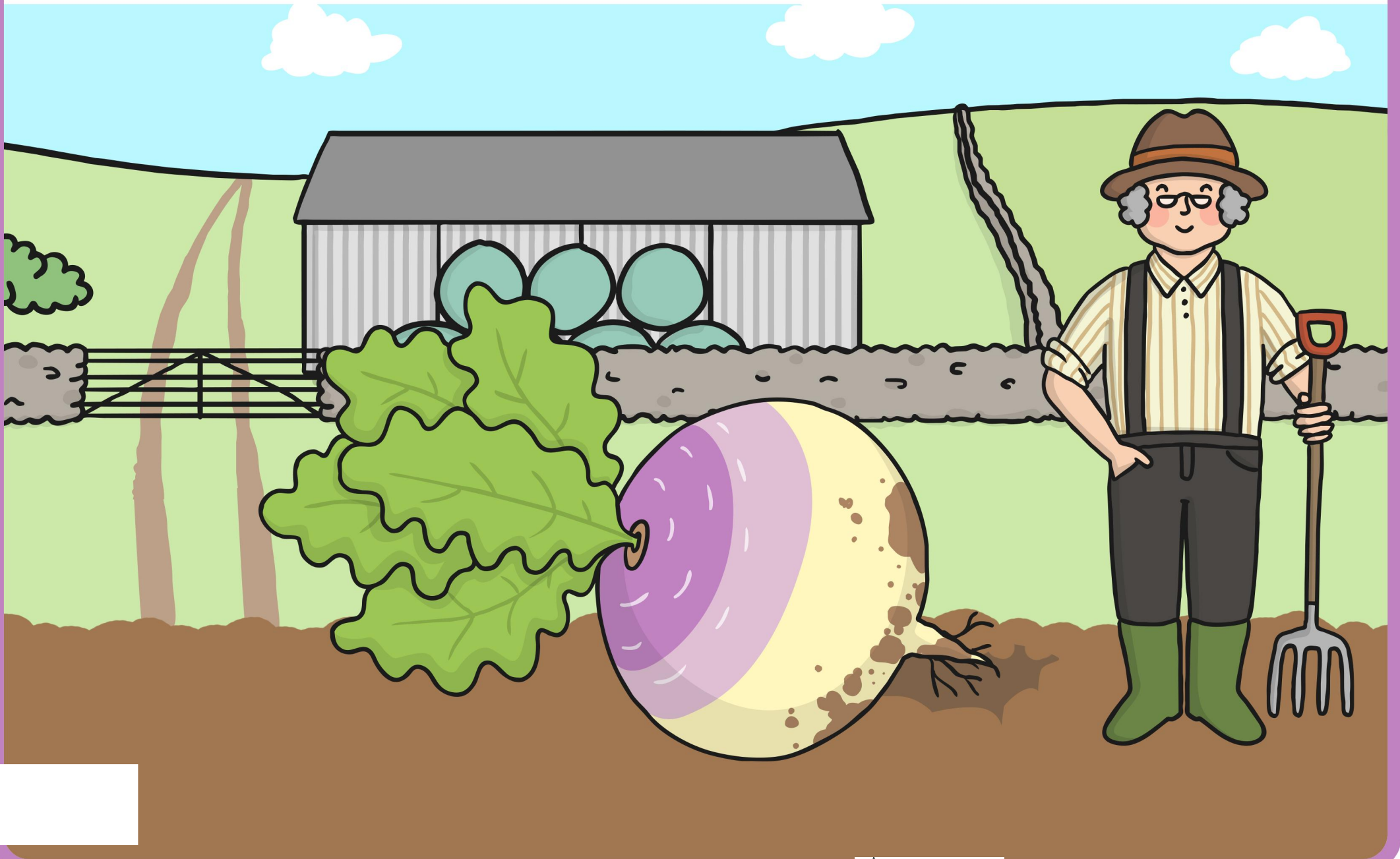
So the little old man, the little old woman, the boy, the girl, the dog and the cat, called the farmhouse mouse to help.



Together they pulled, and pulled, and pulled, and suddenly...



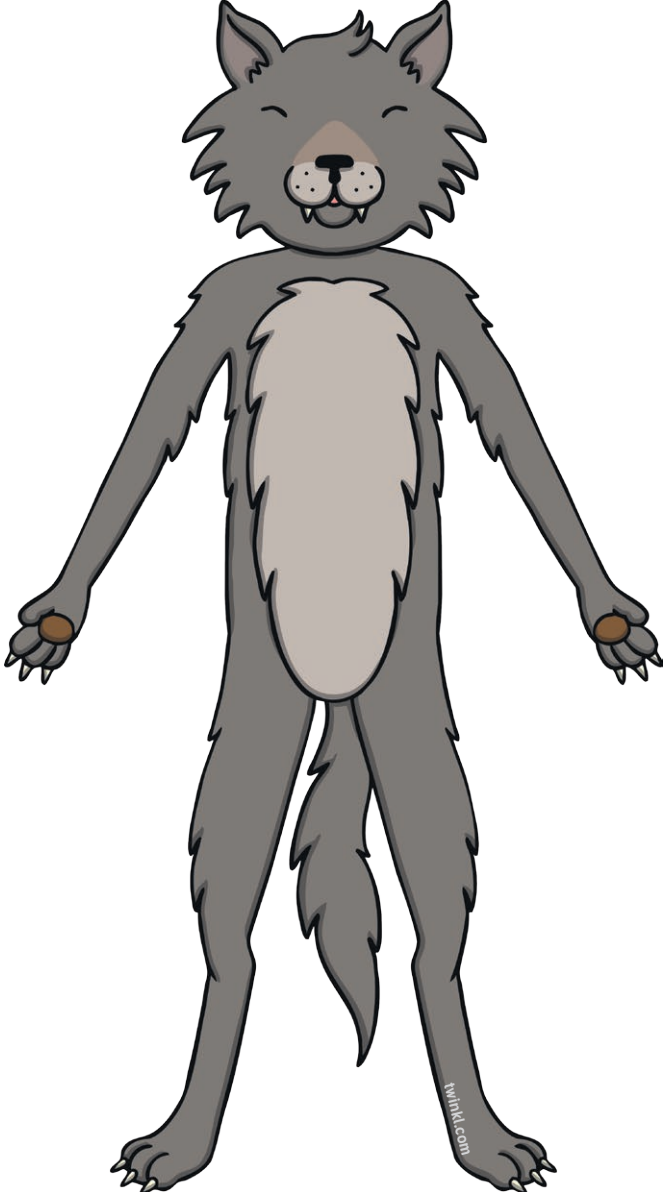
...out popped the enormous turnip!



The little old man was very pleased. He invited everyone round for a turnip dinner!



Little Red Riding Hood



Little Red Riding Hood





Adult Teaching Suggestions

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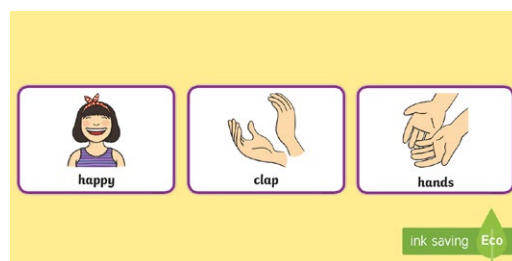
Strand C

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), join in with some actions or repeat some words, rhymes and phrases when prompted.

Task

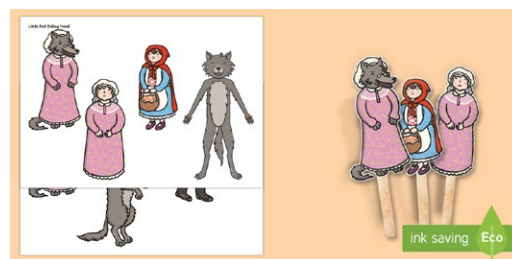
Activity One – Act it Out

Puppets, such as stick puppets and hand puppets, are a great way to cue pupils into the words they should say. Sing a range of familiar action songs and rhymes with the pupils, encouraging them to join in with the actions, noises and words. Use the [If You're Happy and You Know It Song PowerPoint](#) and [If You're Happy and You Know It Nursery Rhyme Picture Flashcards](#) along with the [Old MacDonald Had a Farm Stick Puppets](#). When singing each song, leave a pause where the animal is mentioned, hold up the stick puppet and ask the children to say the animal's name, before continuing the song.



Activity Two – Adding in Actions

Encourage children to join in with the actions in the [Little Red Riding Hood PowerPoint](#). Once the children have become familiar with the words and phrases, reduce the visual prompts of the actions and use alternative prompts, such as the [Little Red Riding Hood Page Stick Puppets](#). Retell the story and leave pauses for the children to join in using the puppets.



Activity Three – Acting Out the Story

Role-play familiar stories using props and costumes to enable pupils to get into character. Encourage the pupils to act out a story using [The Enormous Turnip Role Play Masks](#) and [The Enormous Turnip eBook](#) to see if they can follow and act out the key events of each story. Remember to pause when reaching the familiar phrases in each story to assess whether the children can say the words without prompting.

