



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

The pupil can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').

- Adult Teaching Suggestions
- Writing Scenes Picture Prompts
- Talk for Writing Picture Scenes
- Traditional Tales Story Pack

Strand B

The pupil can draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).

- Adult Teaching Suggestions
- Drawing Shape Cards
- Drawing Straight Lines Pack
- Shape Tracing Worksheet

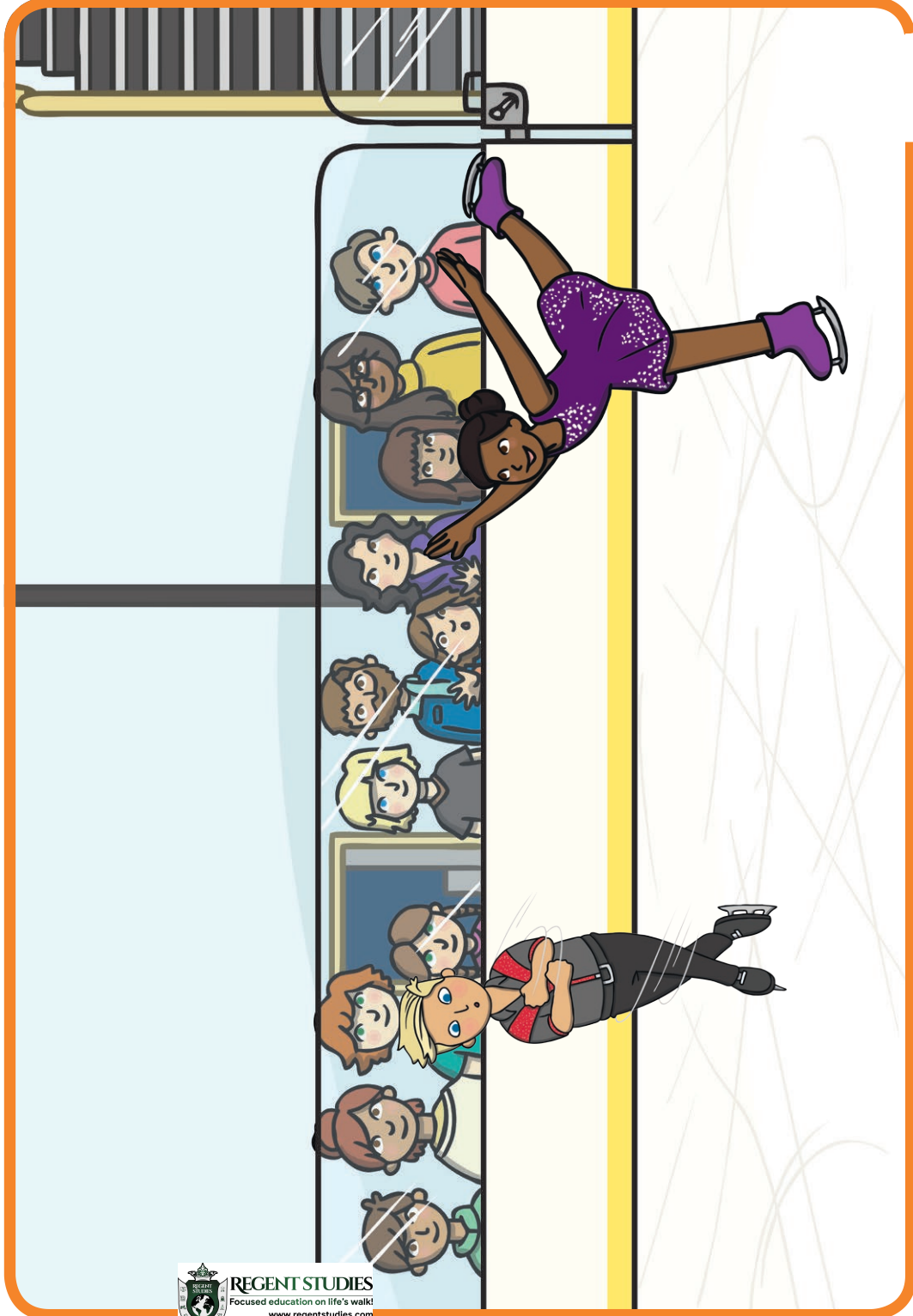






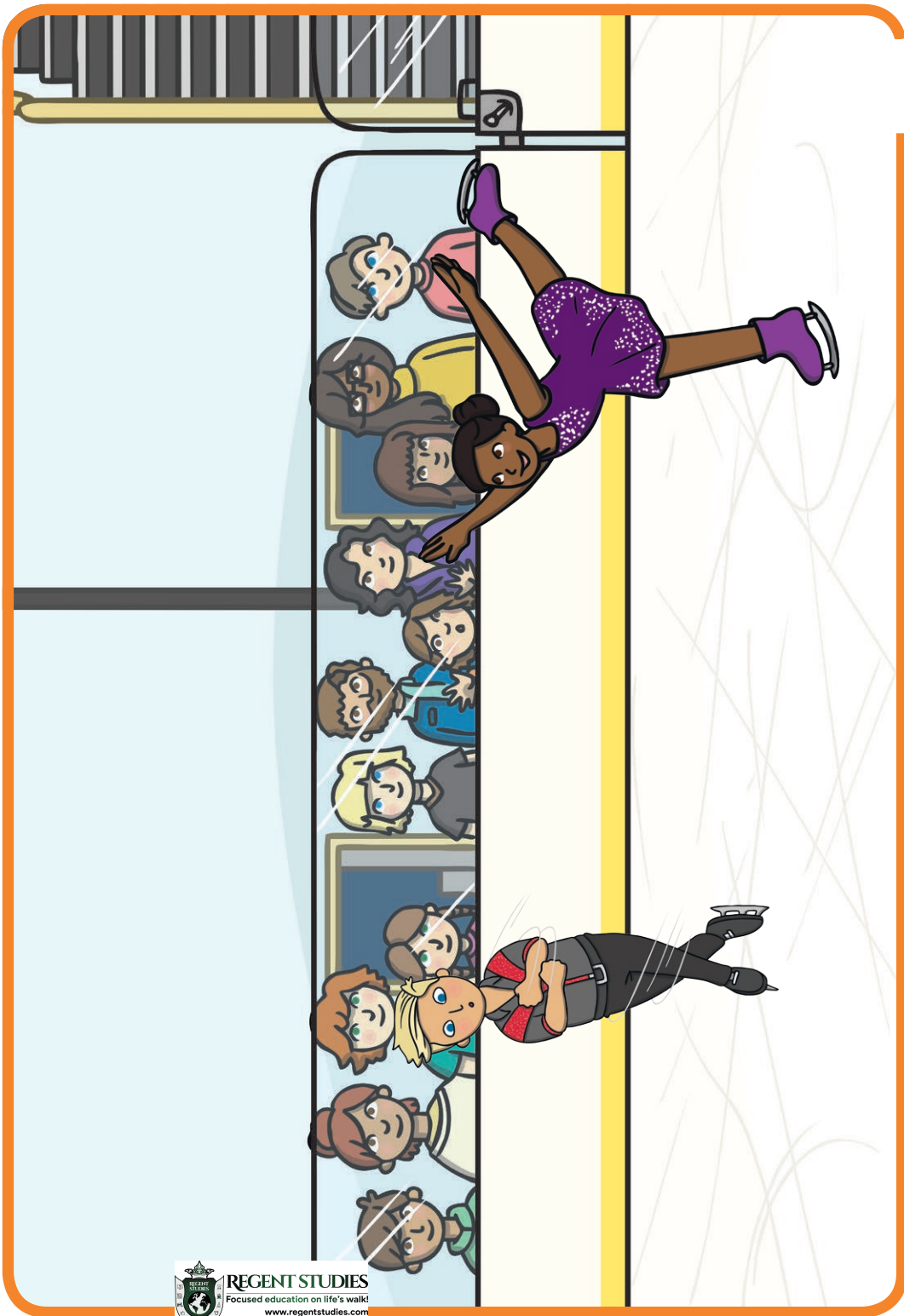












Once upon a time there was a girl called Little Red Riding Hood.
She lived with her mother in a village near a forest.



One day, Little Red Riding Hood went to visit her grandmother. She took a basket of food with her.



On her way, Little Red Riding Hood met a wolf. “Hello,” said the wolf, “where are you going?” “I’m going to visit my grandmother who lives in the forest.” explained Little Red Riding Hood.



The wolf ran to grandmother's house. He went inside, put on a nightgown and got into her bed.



A little later, Little Red Riding Hood came to the house. She knocked on the door, then went inside.



Little Red Riding Hood went over to Grandmother's bed.

"Oh Granny, what big ears you have," she said.

"All the better to hear you with." answered the wolf.



“Oh Granny, what big eyes you have,” said Little Red Riding Hood.
“All the better to see you with.” replied the wolf.



“Oh Granny, what big teeth you have,” gasped Little Red Riding Hood. “All the better to eat you with,” replied the wolf.



“Help!” shouted Little Red Riding Hood as she realised that there was a wolf in her Grandmother’s bed. She ran out of the house.



A woodcutter was nearby. He heard Little Red Riding Hood's scream and ran to the house.



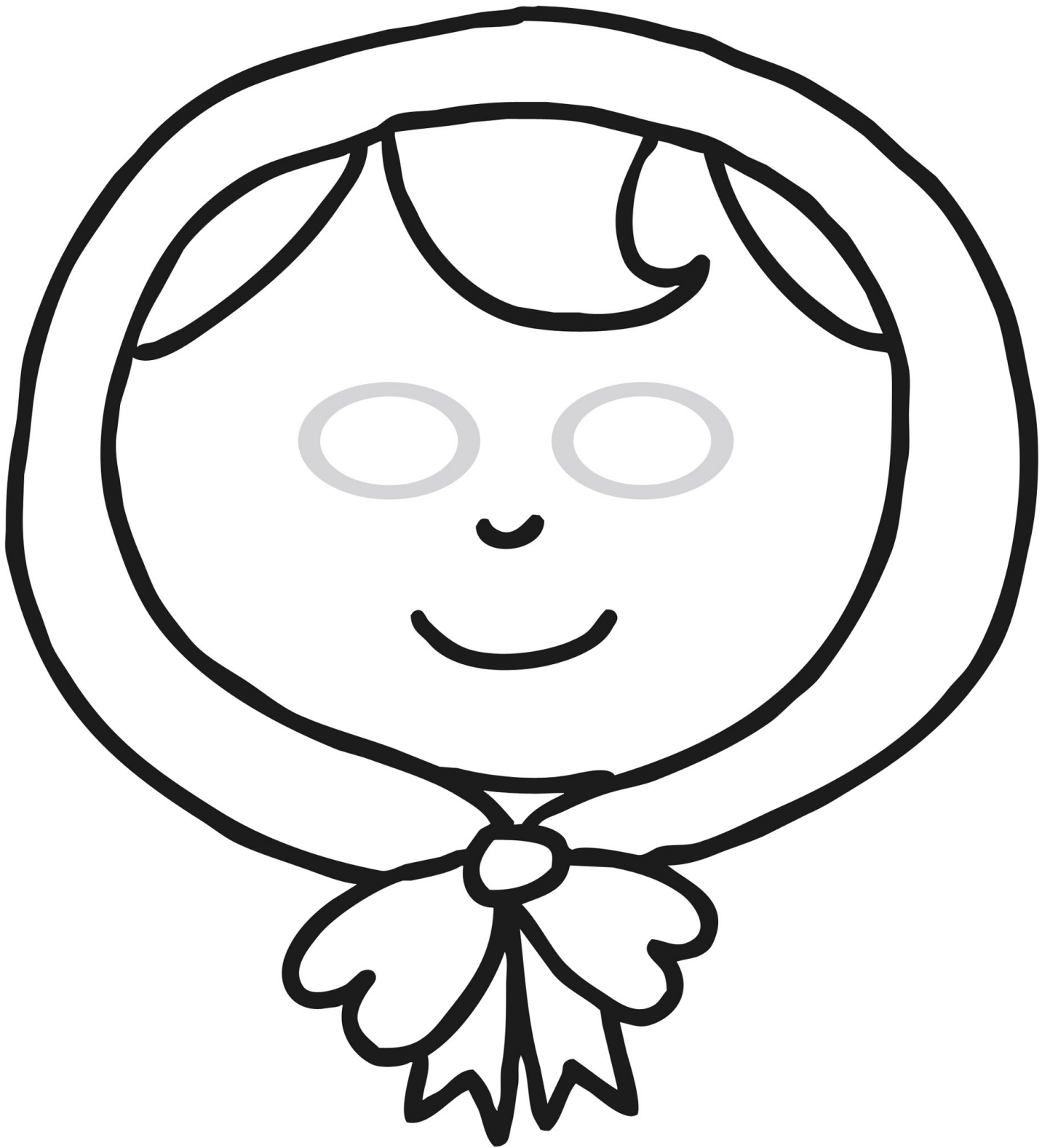
The woodcutter hit the wolf over the head. The wolf ran away and Little Red Riding Hood never saw him again.



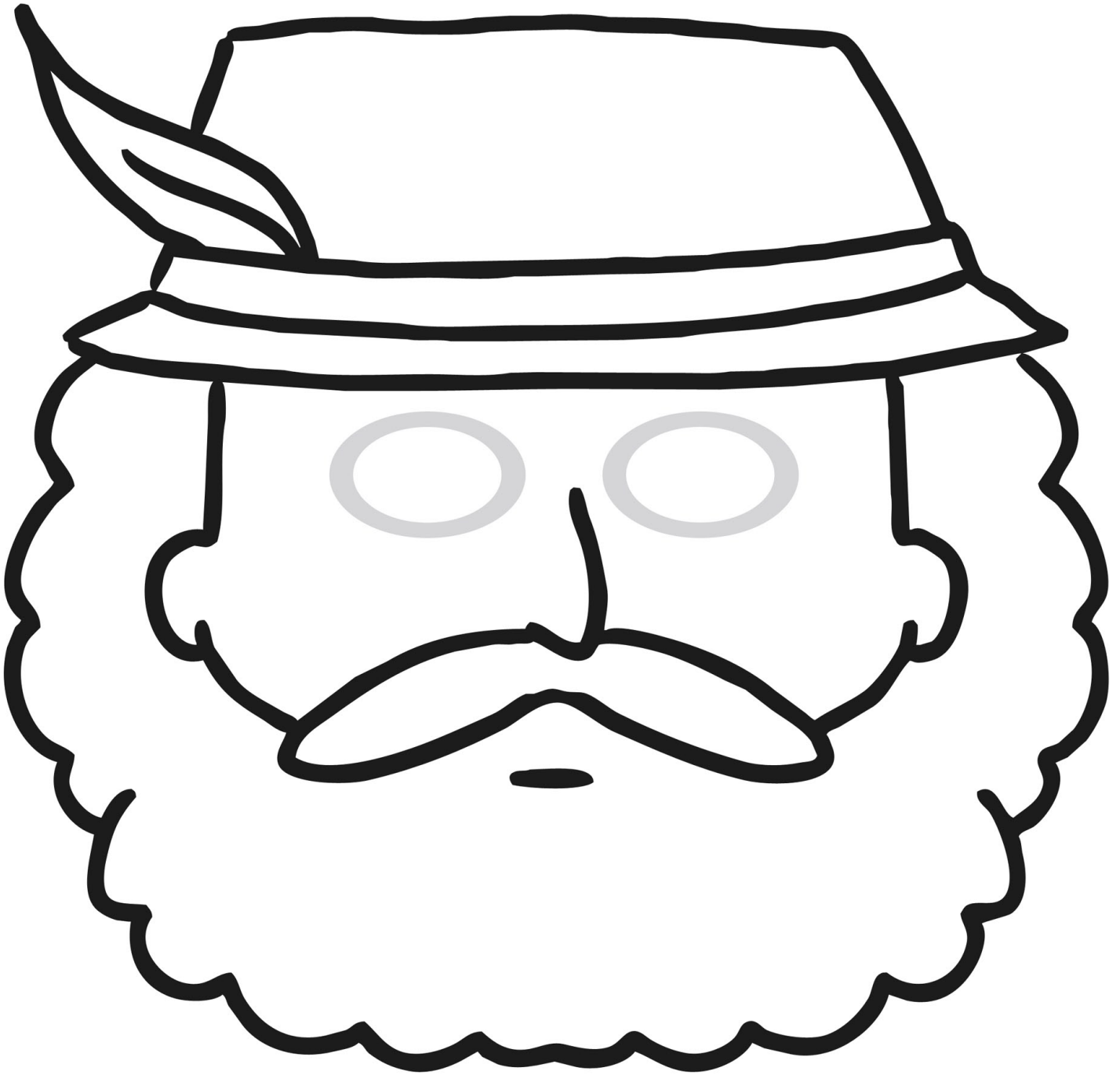
The End



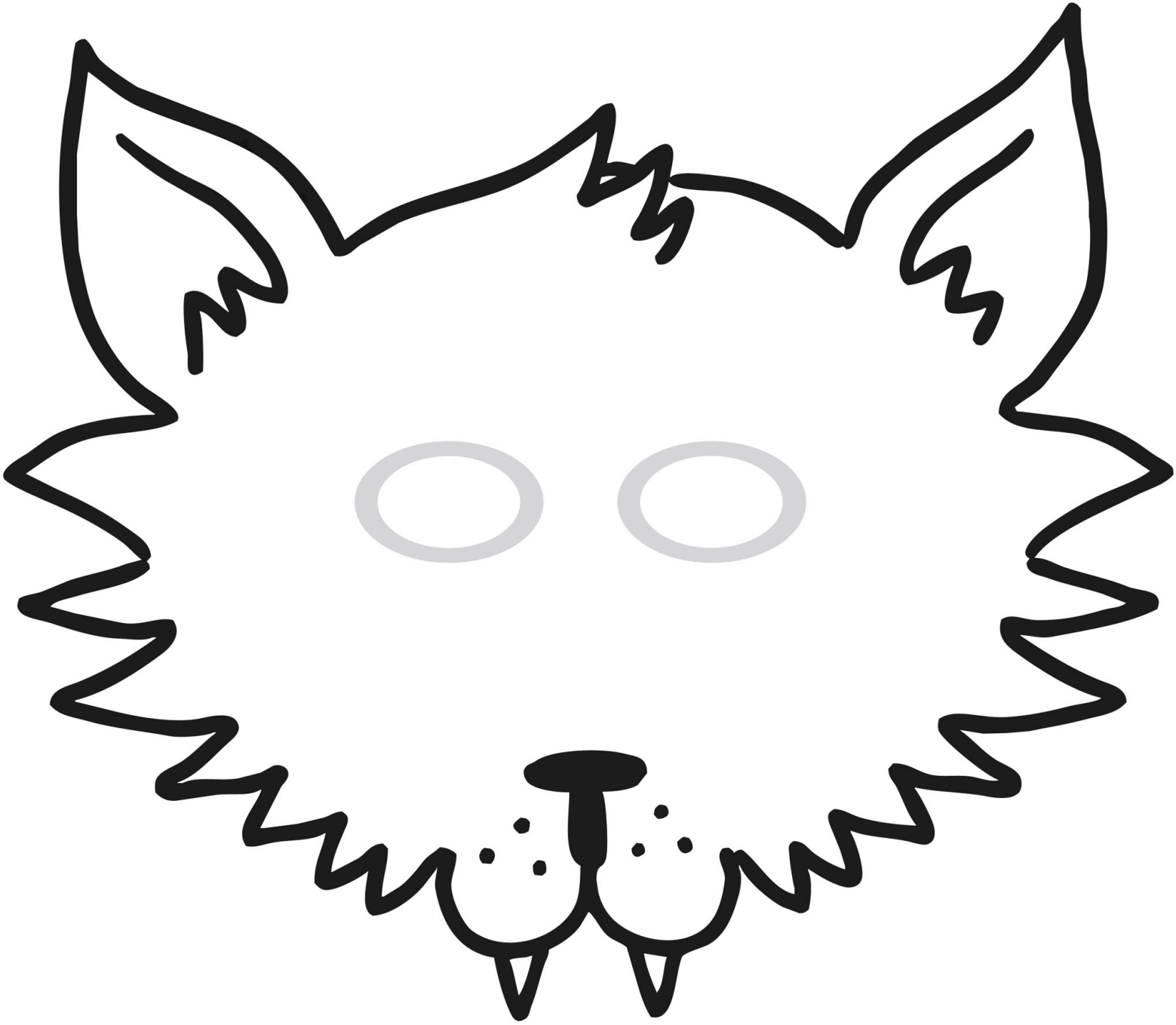
Little Red Riding Hood



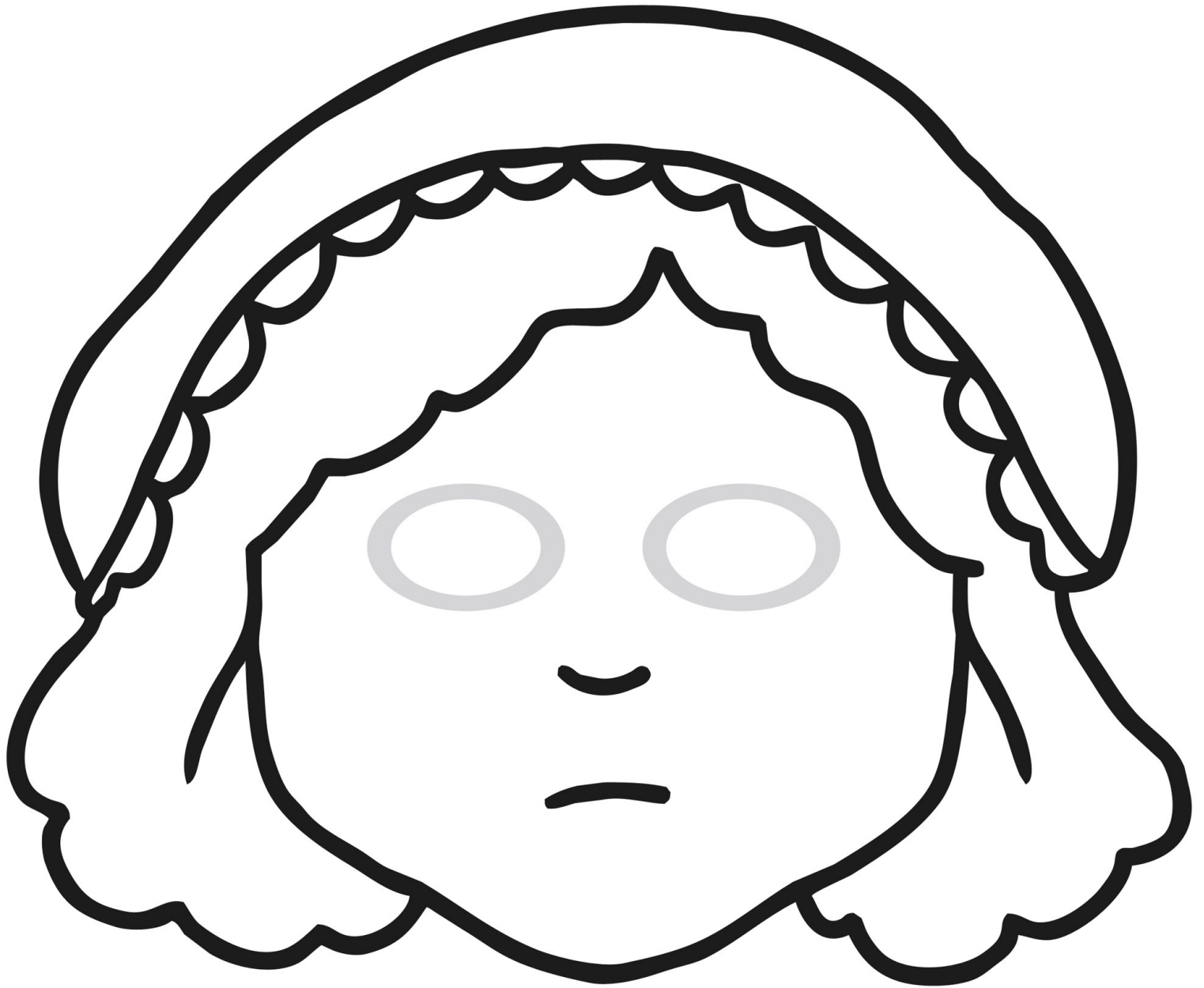
Woodcutter



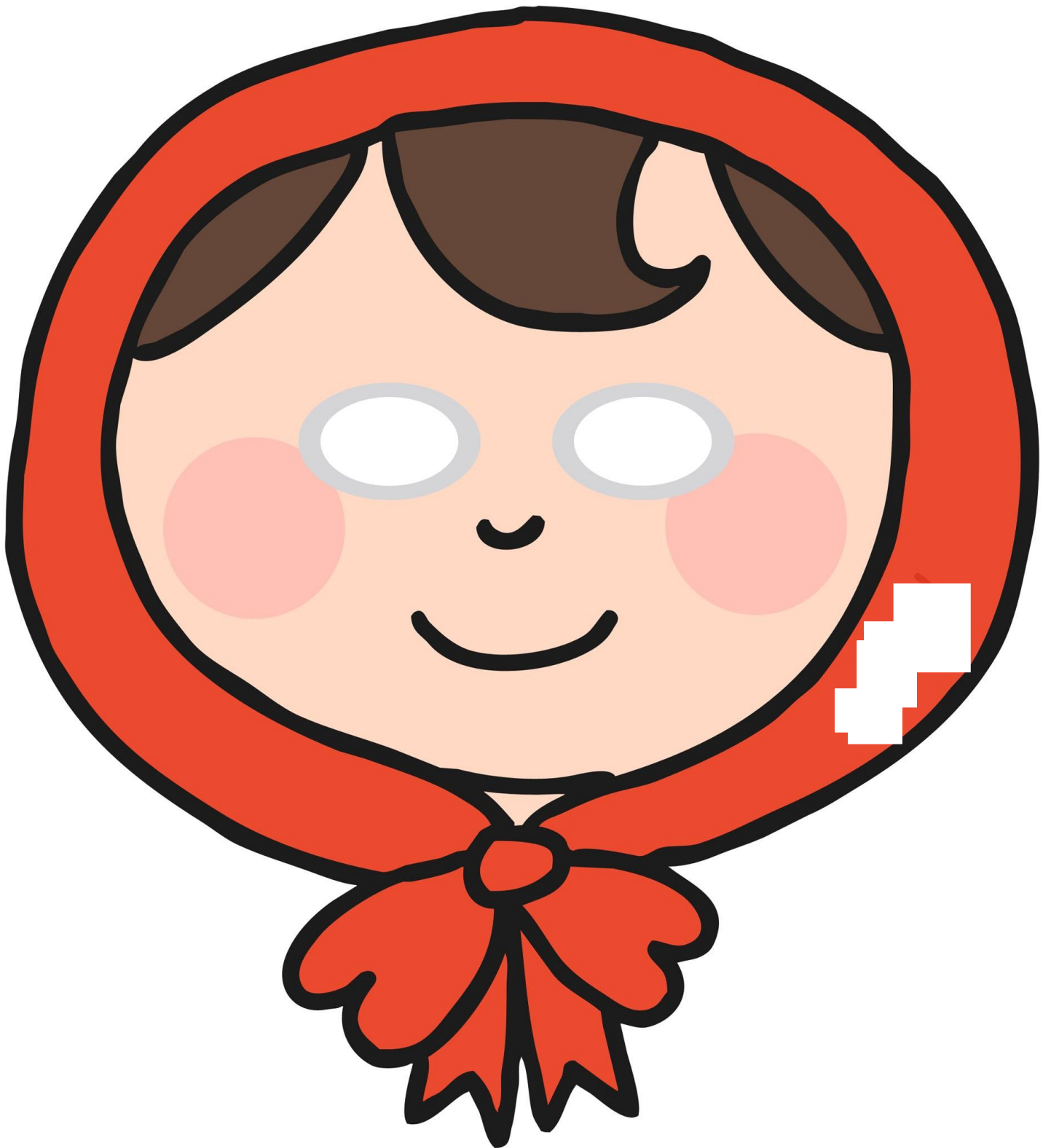
Wolf



Grandma



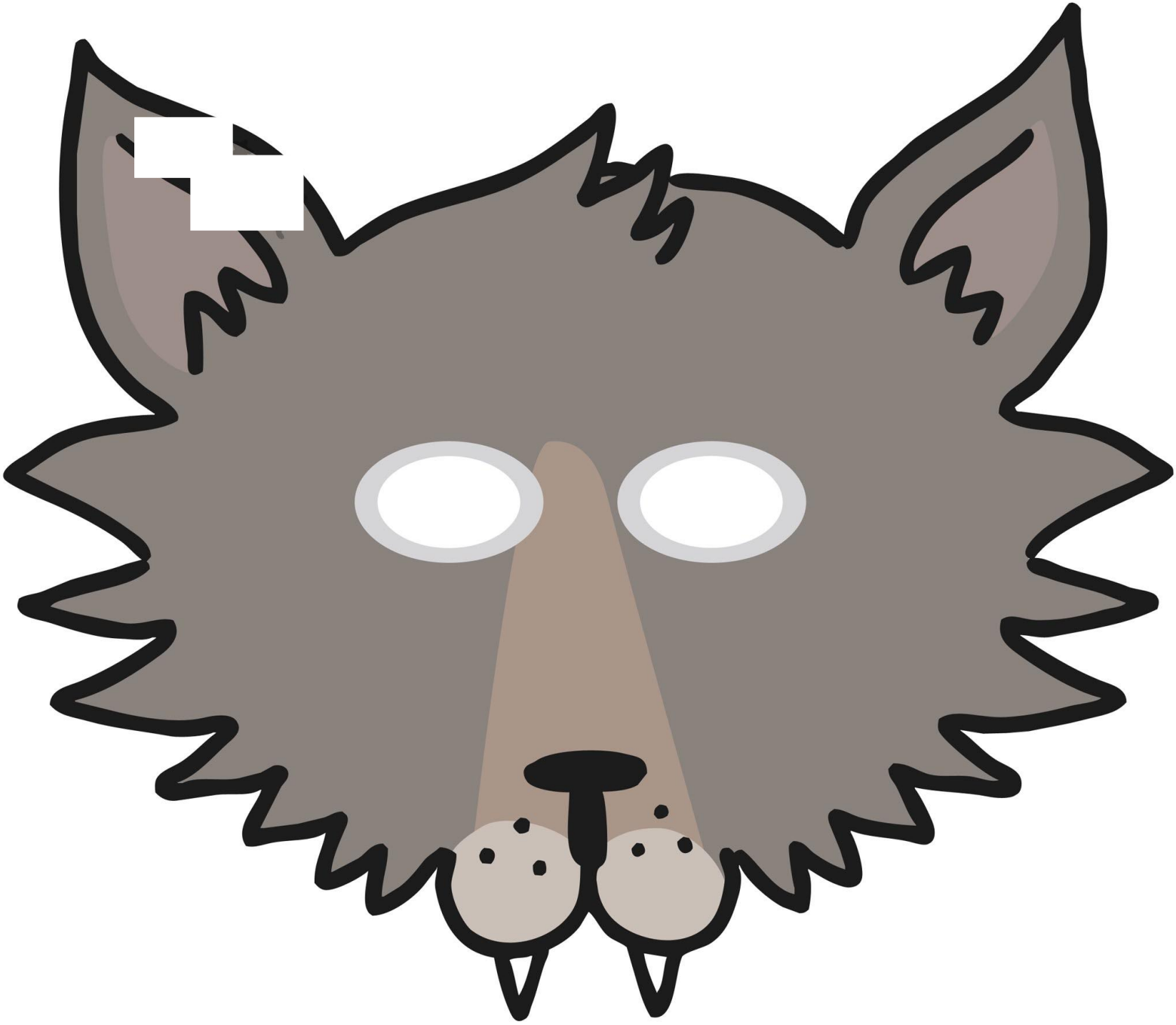
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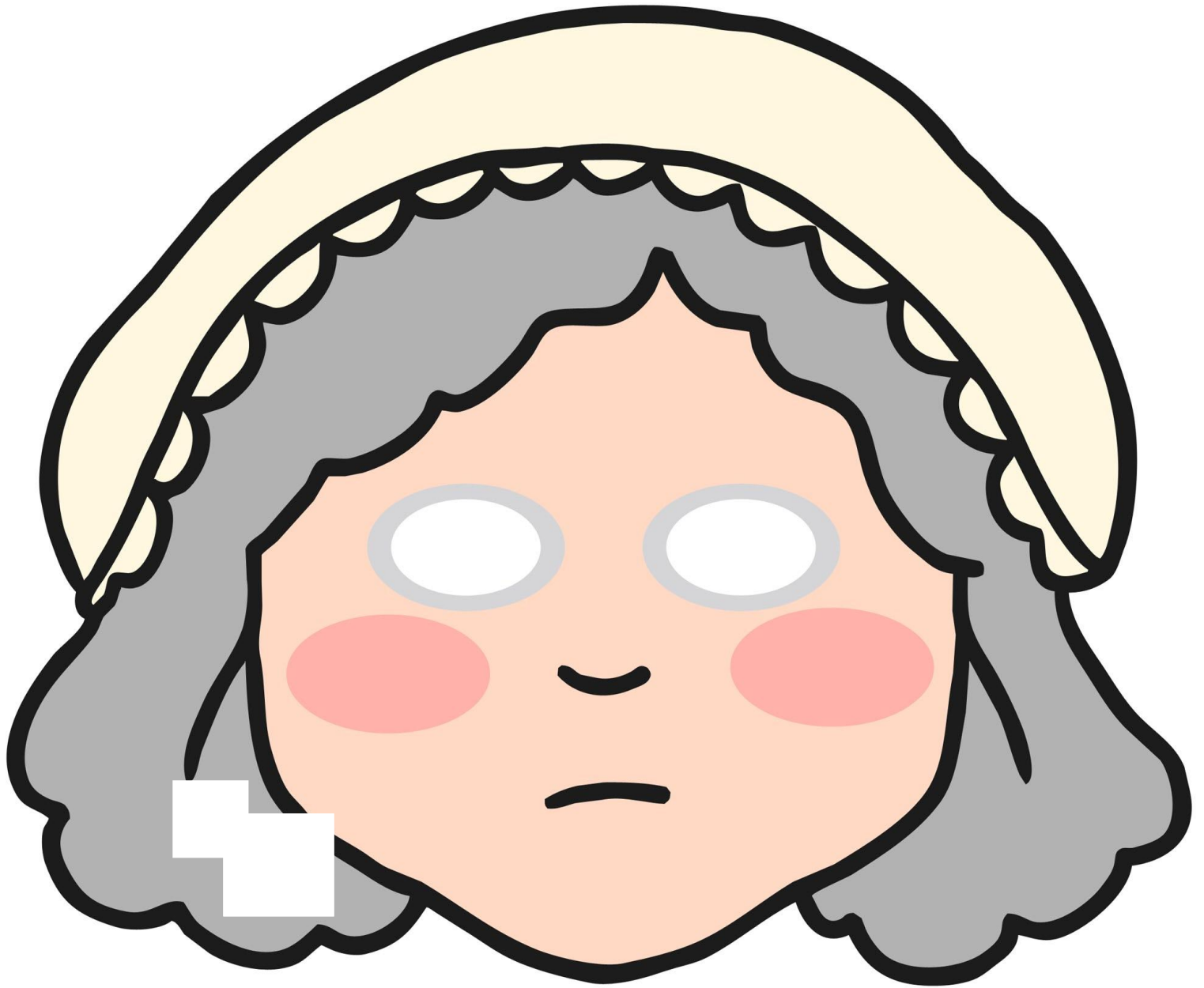
Woodcutter

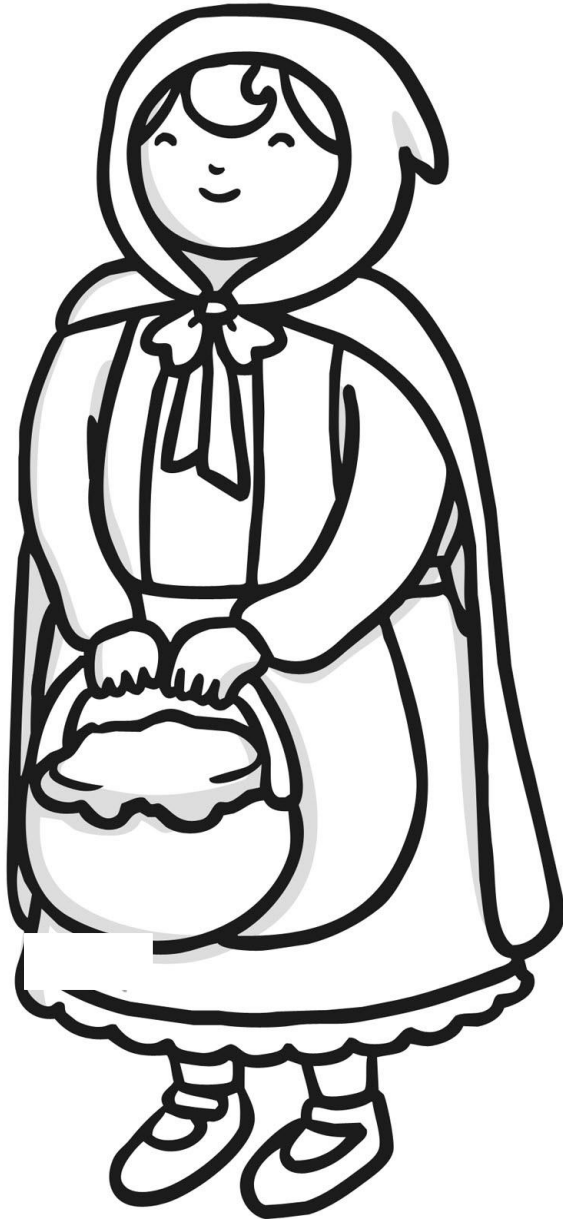


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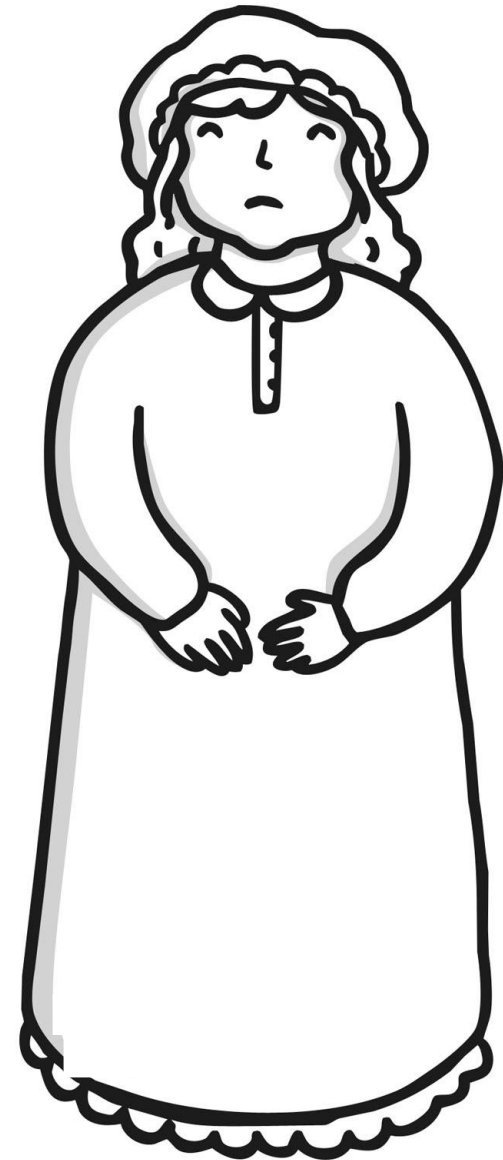


Grandma









Little Red Riding Hood

























The End



Little Red Riding Hood Word Mat



basket

see



ears

Granny



Grandmother

food



forest



Little Red Riding Hood

hear



teeth



wood cutter

eat



house

eyes

wolf



bed

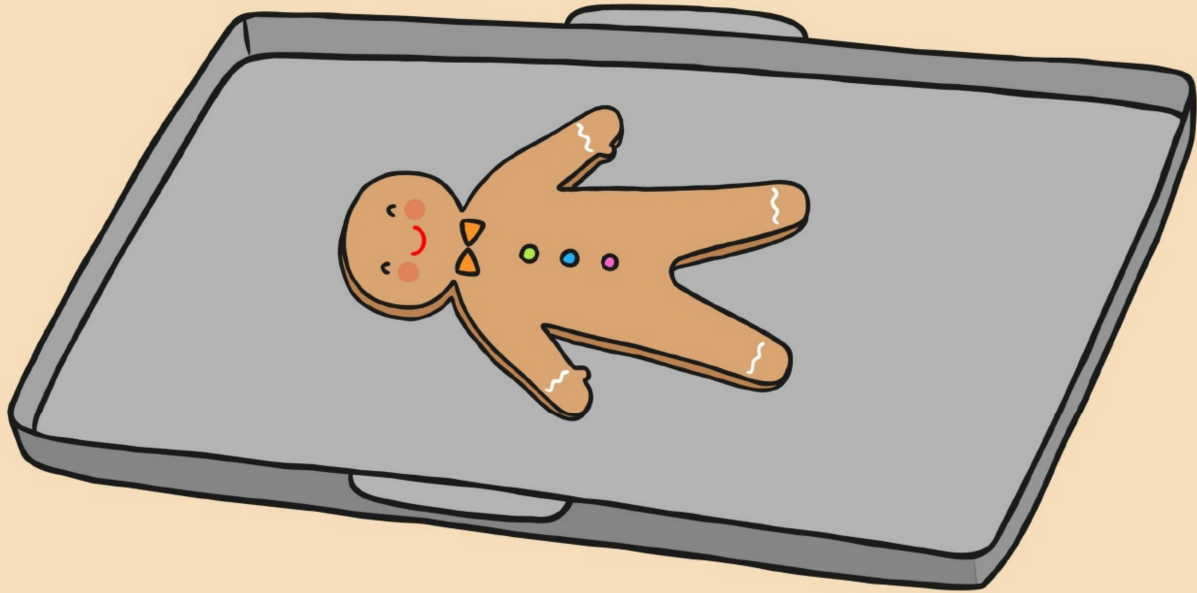
THE GINGERBREAD MAN



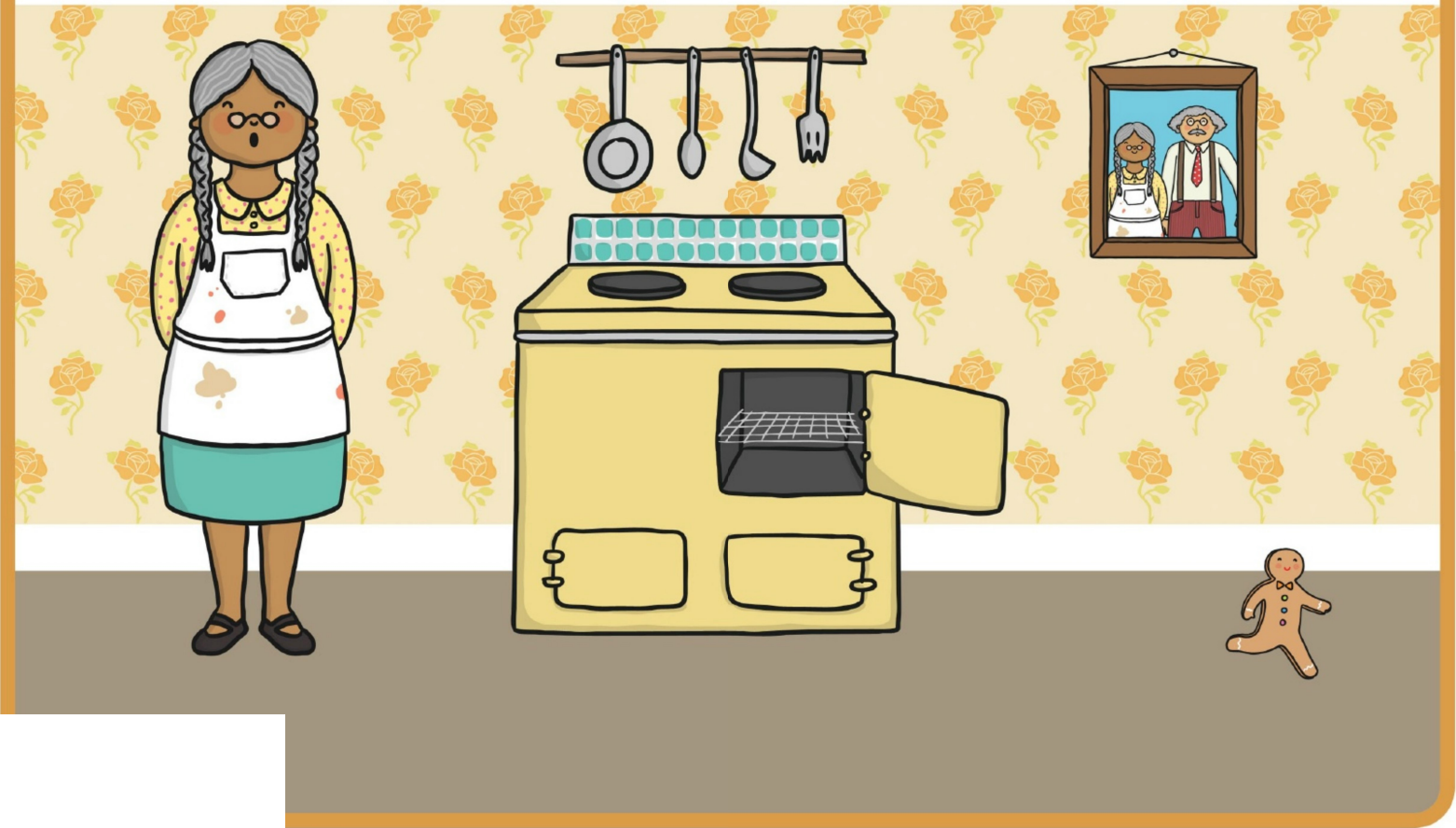
Once upon a time there lived a little old woman and a little old man.



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!



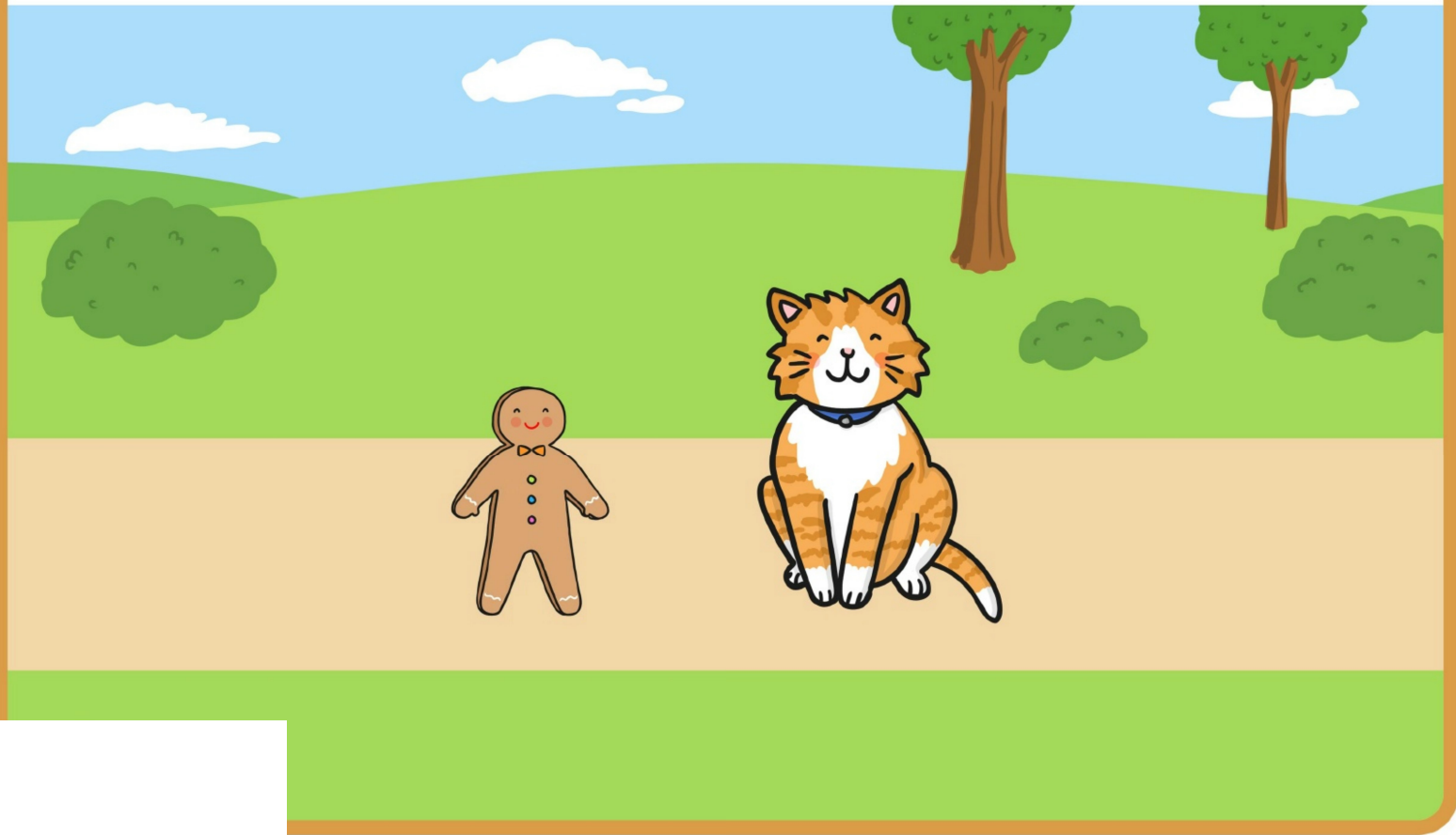
The little old woman and the little old man ran after the gingerbread man yelling, "Stop! Stop!" but they could not catch him.



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.



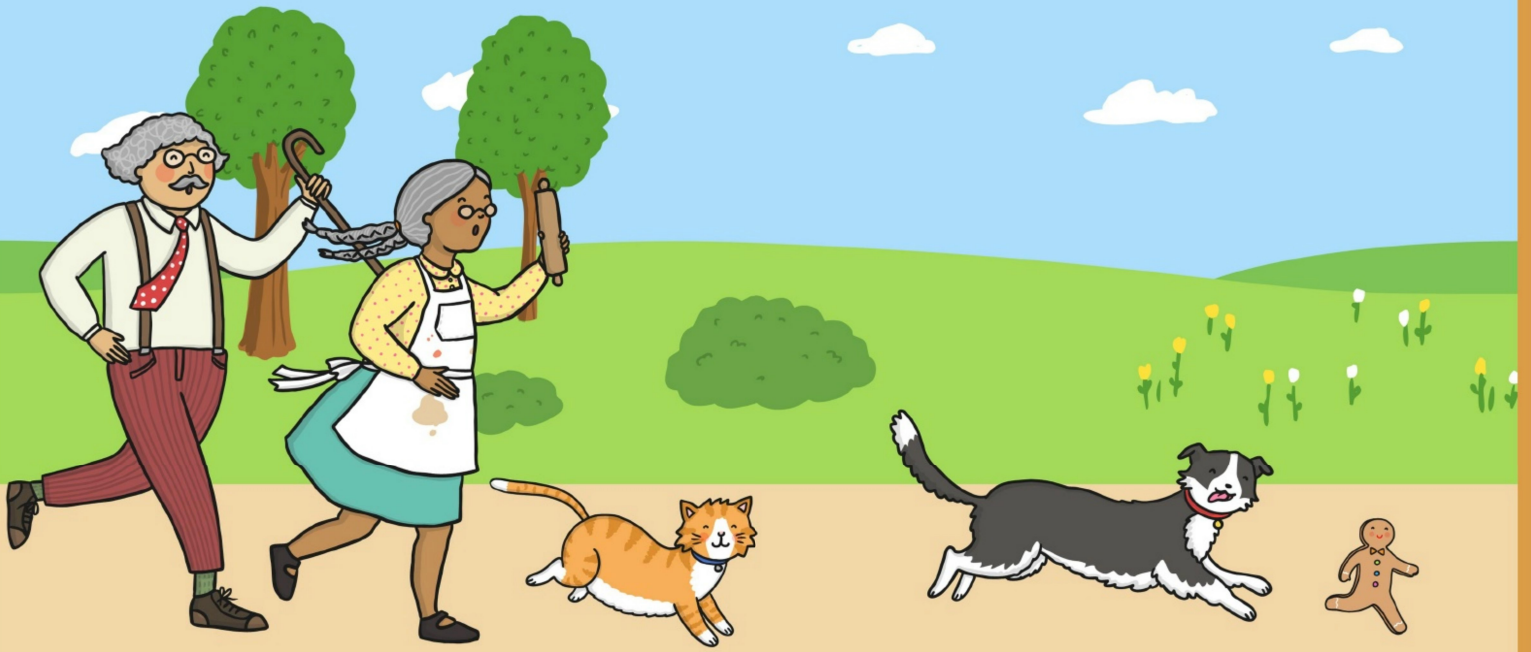
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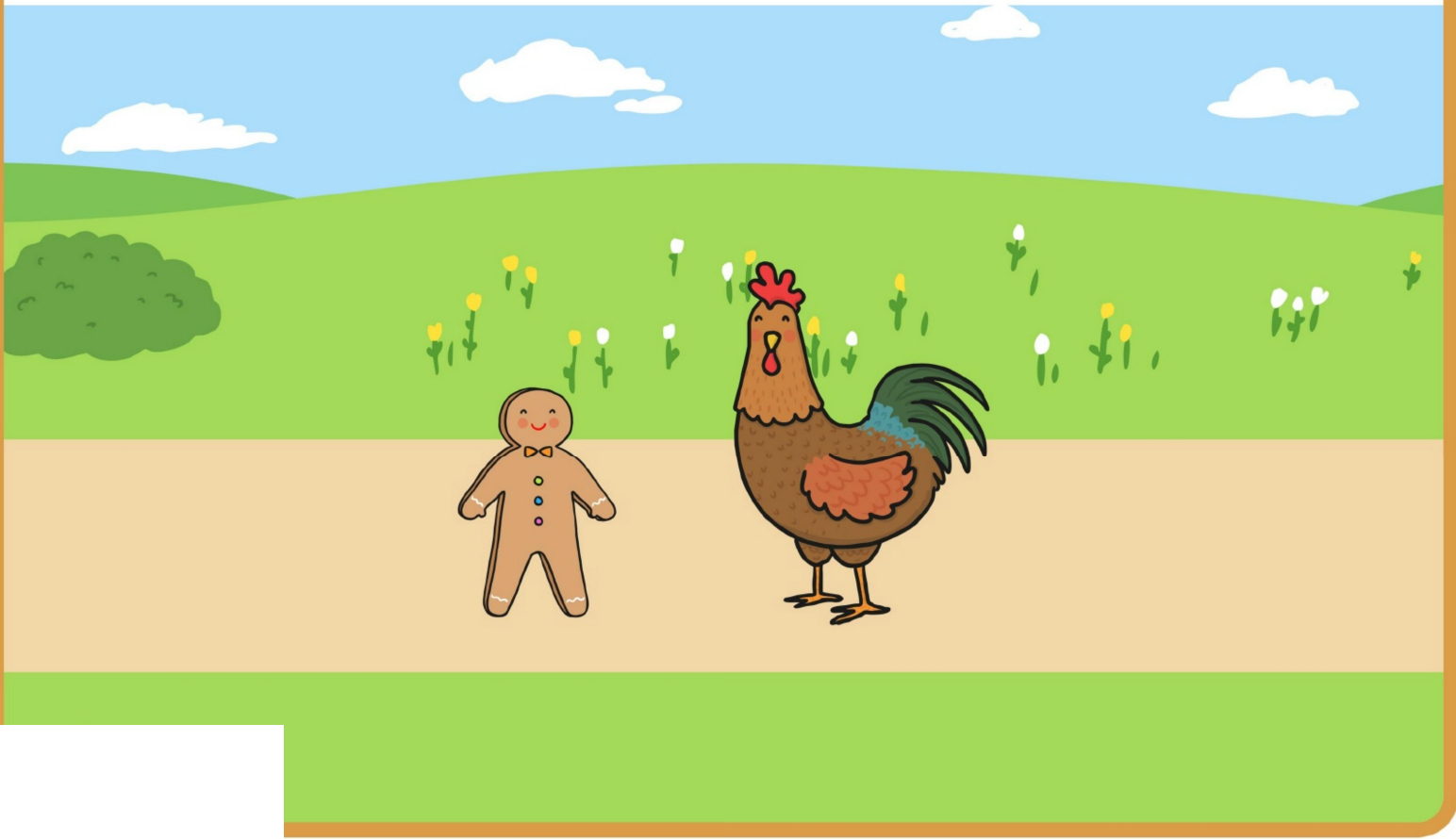
The gingerbread man ran until he came to a dog. "Stop! You look good enough to eat!" said the dog.



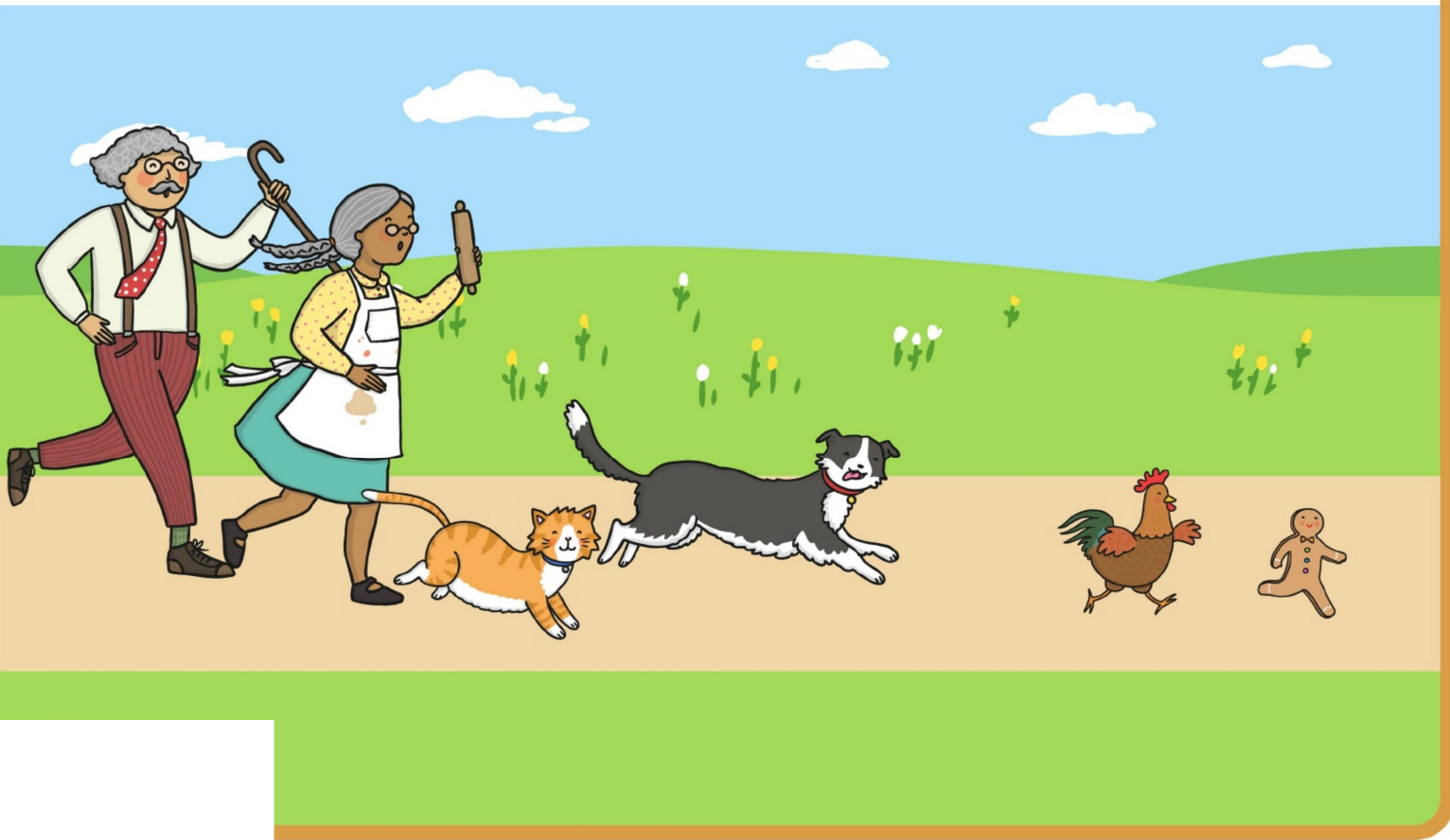
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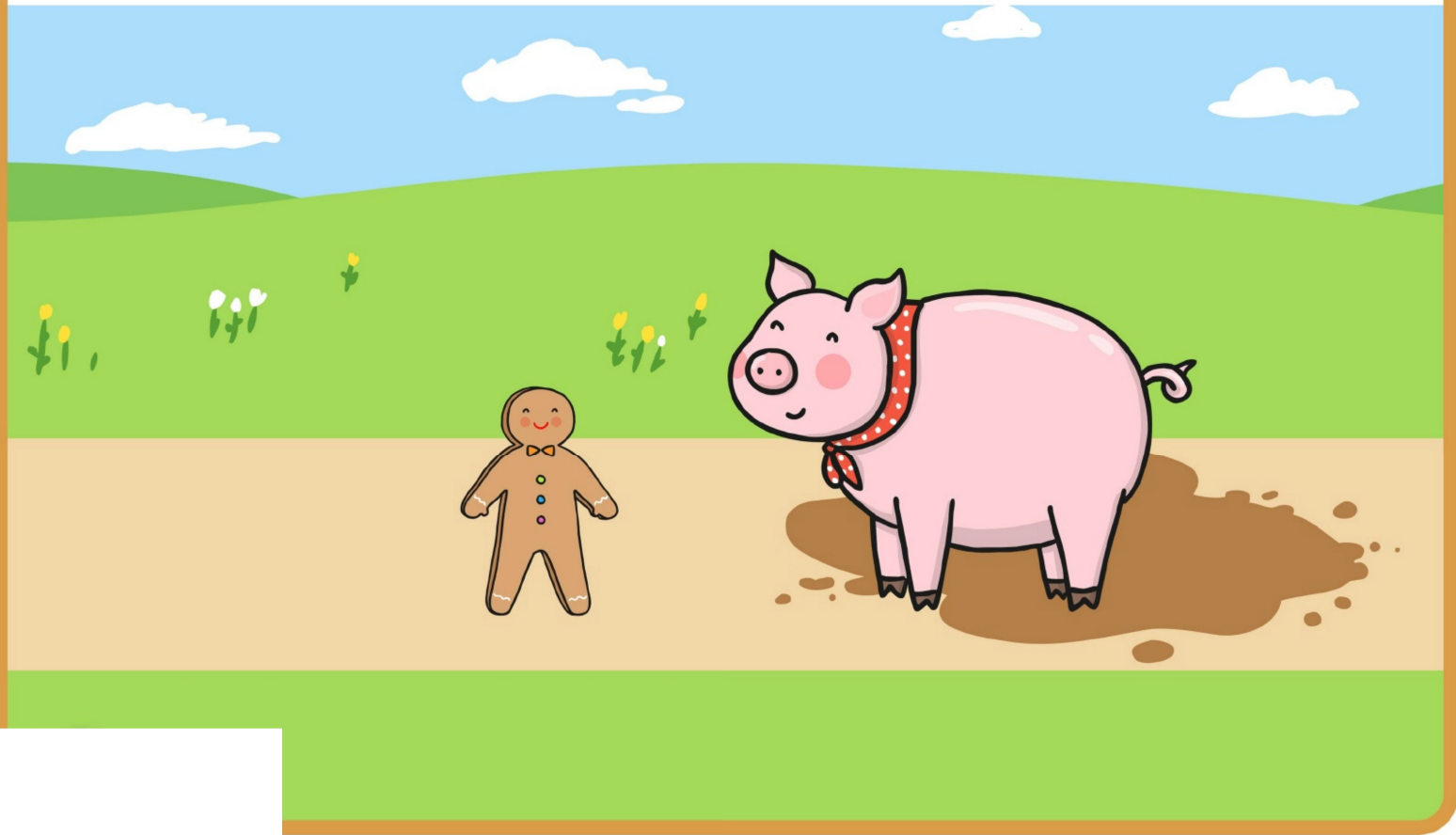
The gingerbread man ran on, then he came to a cockerel.
“Stop! You look good enough to eat!” said the cockerel.



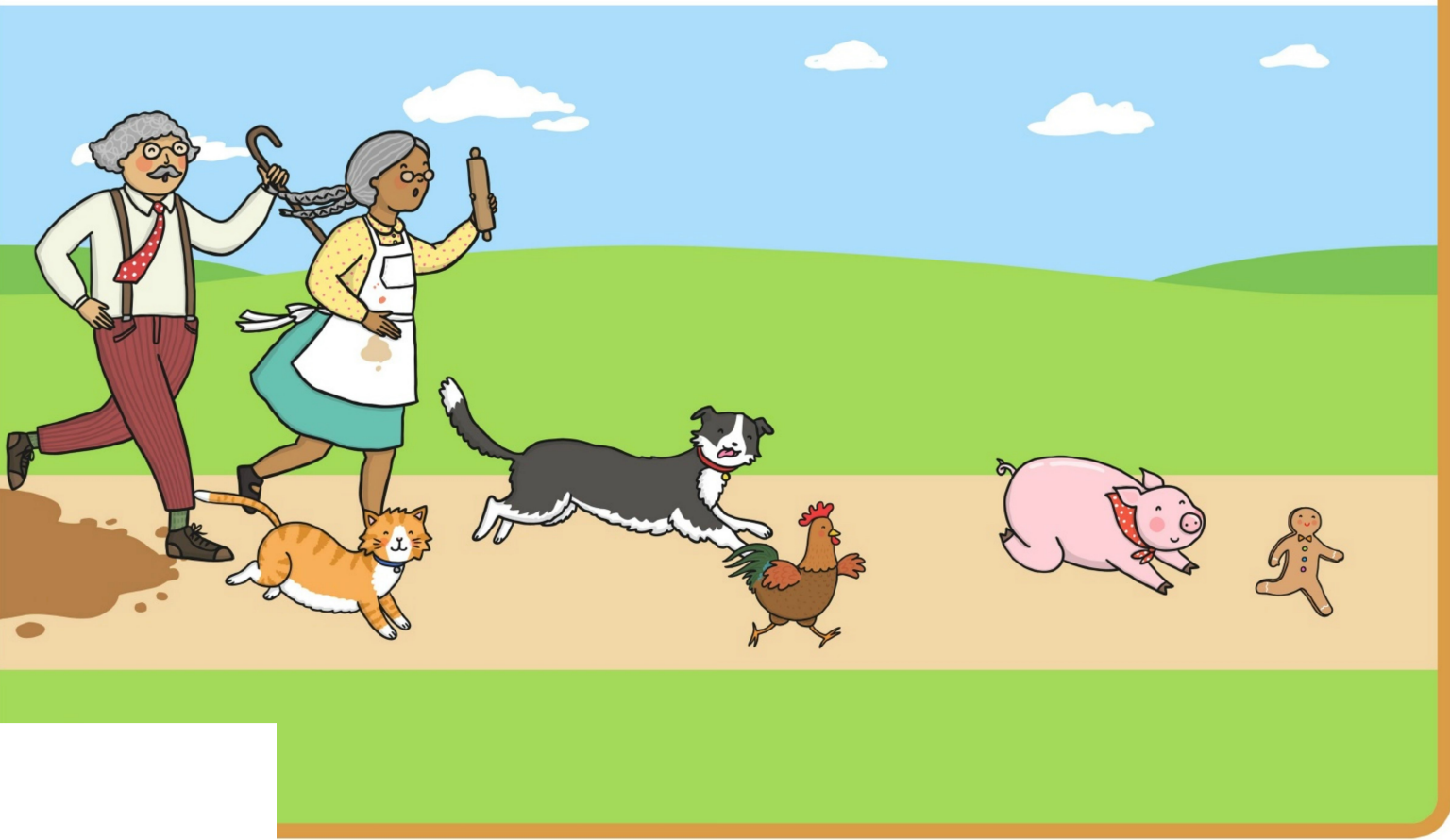
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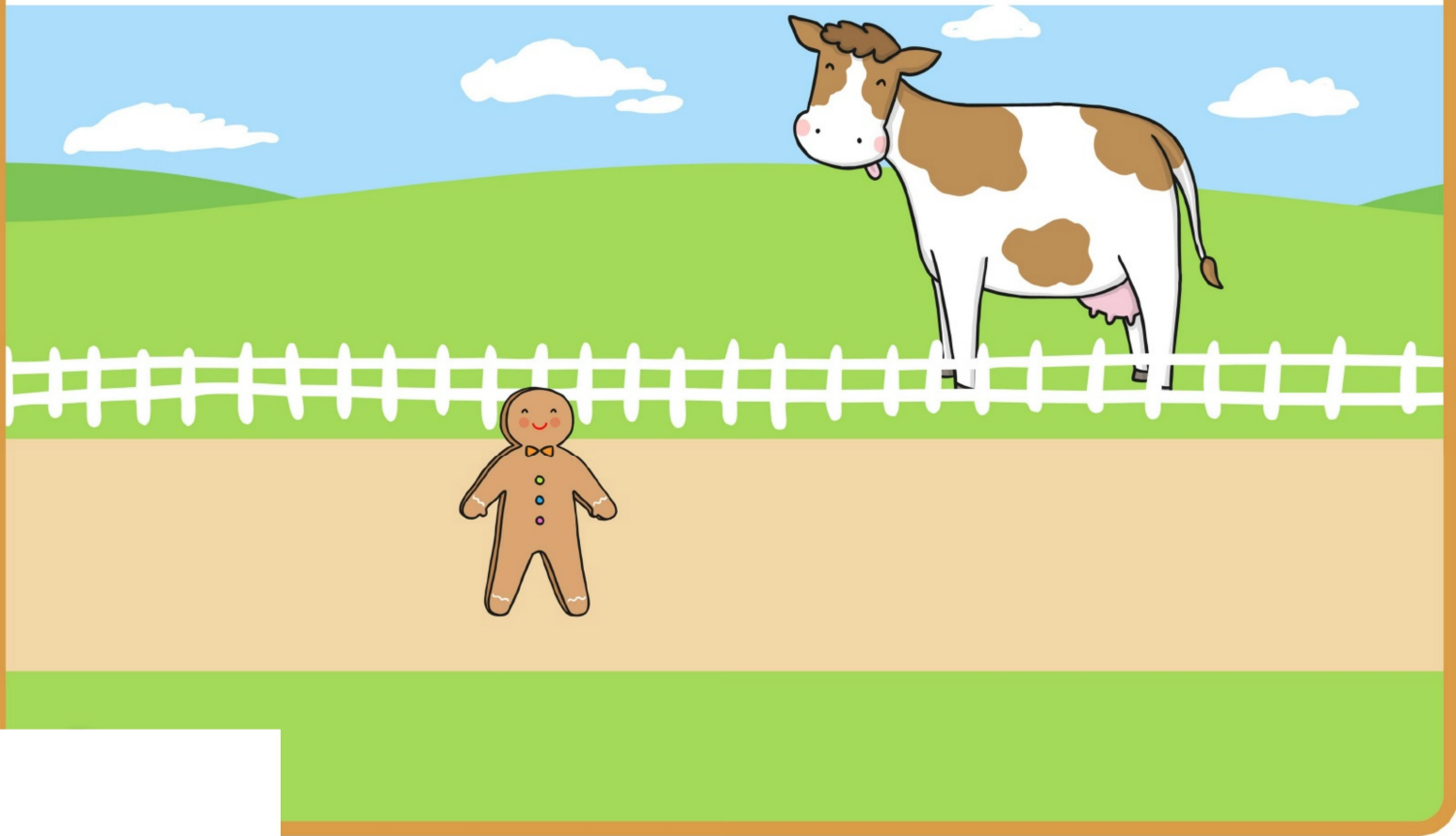
The gingerbread man ran down the lane and came to a pig.
“Stop! You look good enough to eat!” said the pig.



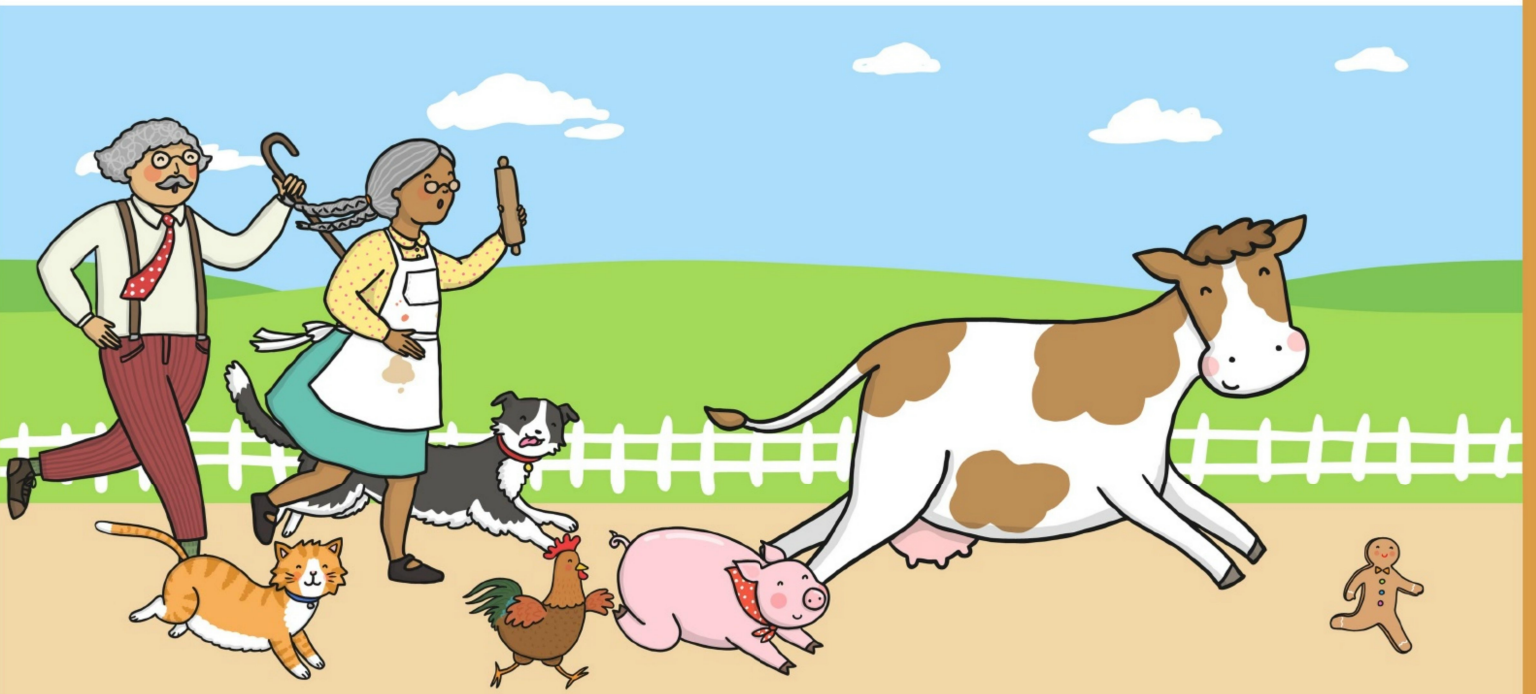
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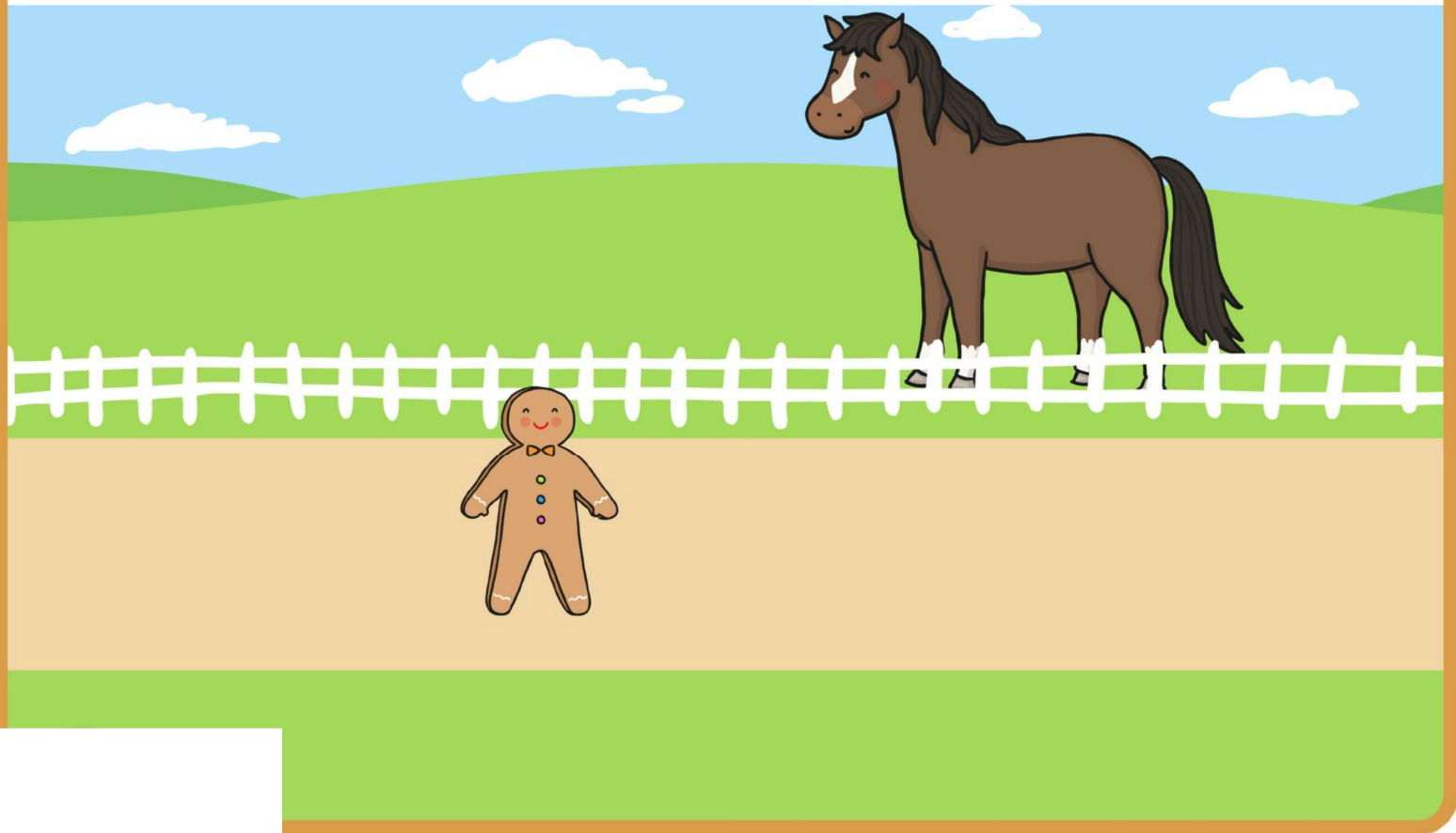
A little further on the gingerbread man came to a cow.
“Stop! You look good enough to eat!” said the cow.



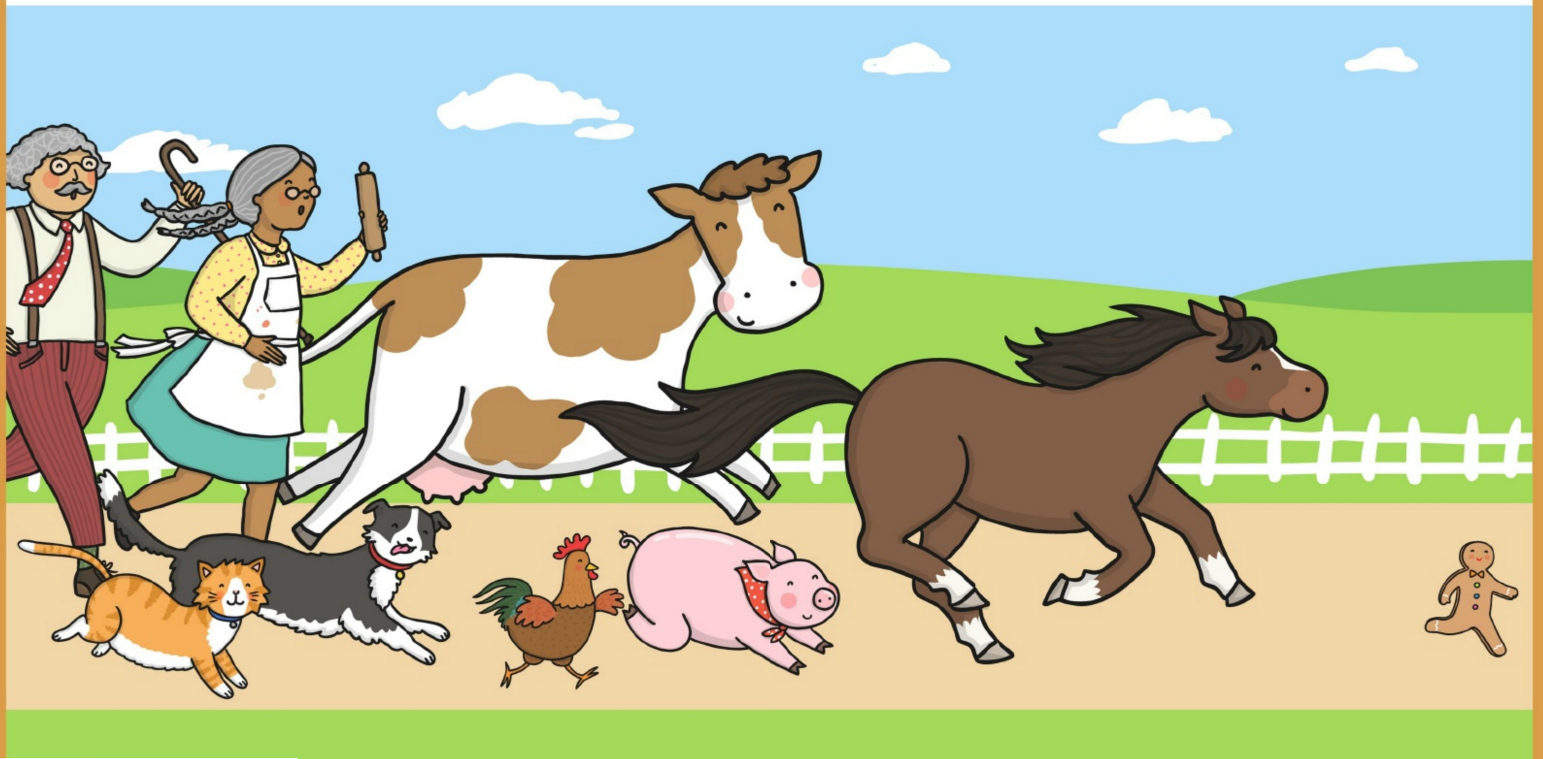
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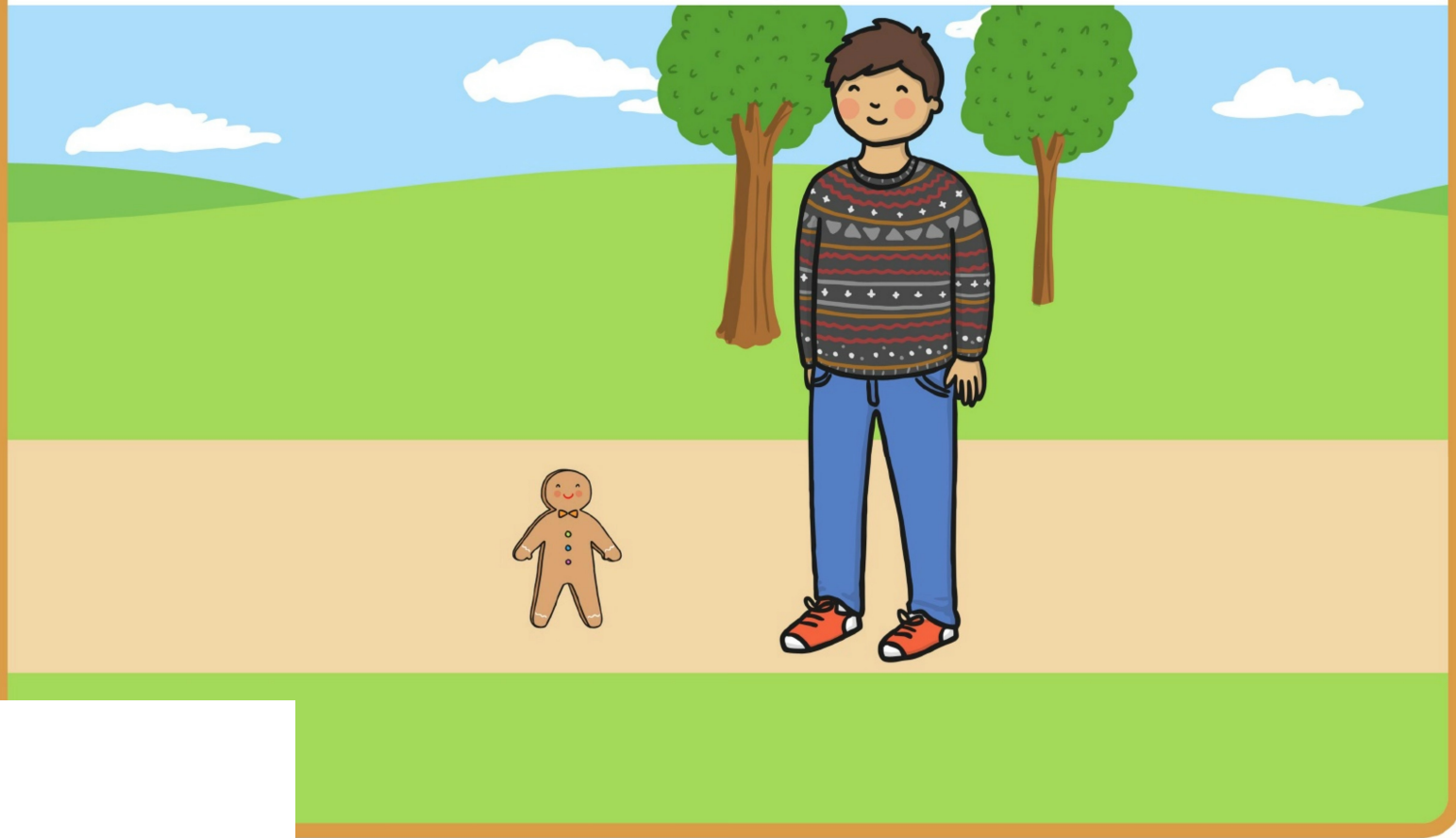
The gingerbread man ran on, then he came to a horse.
“Stop! You look good enough to eat!” said the horse.



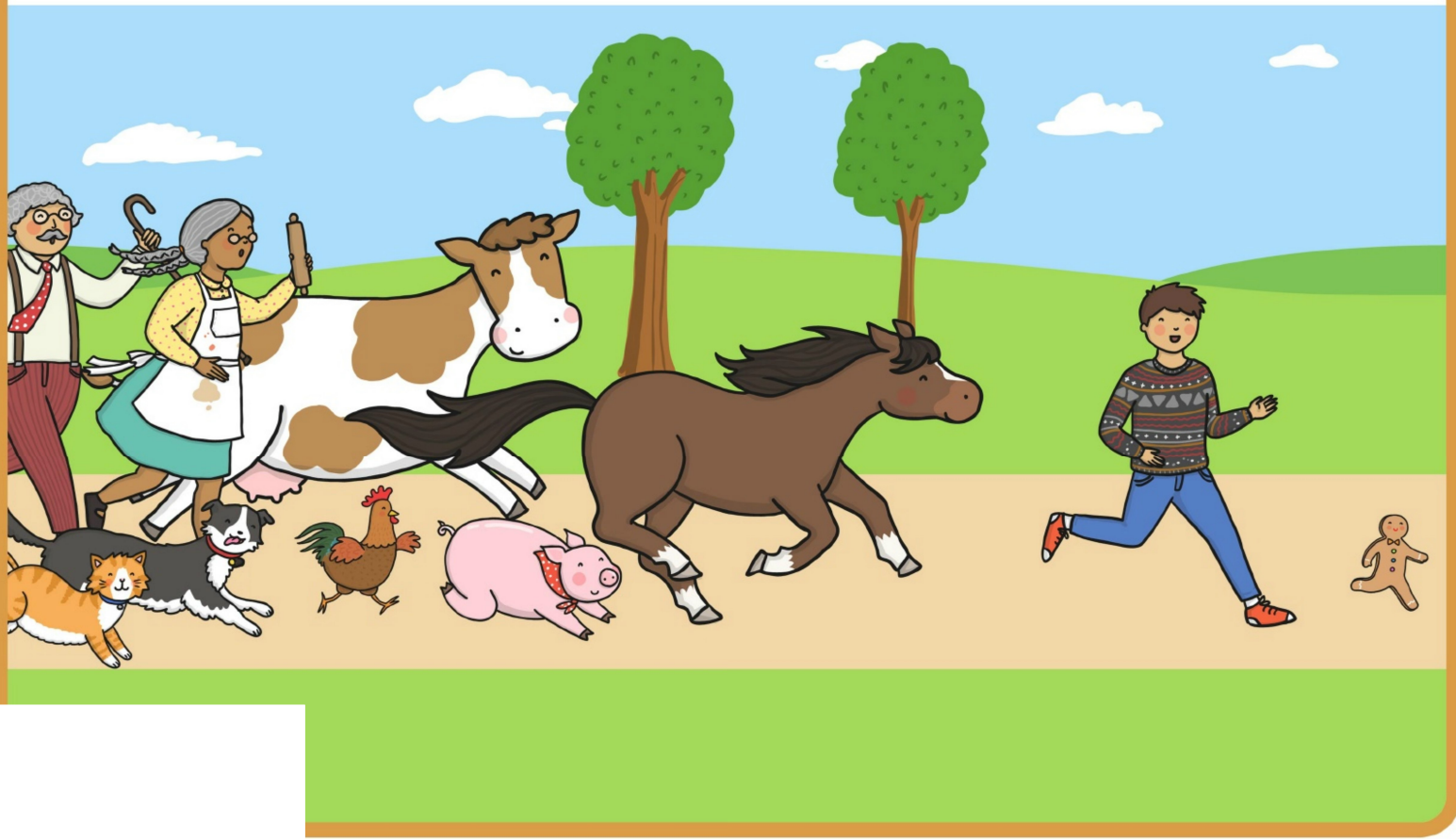
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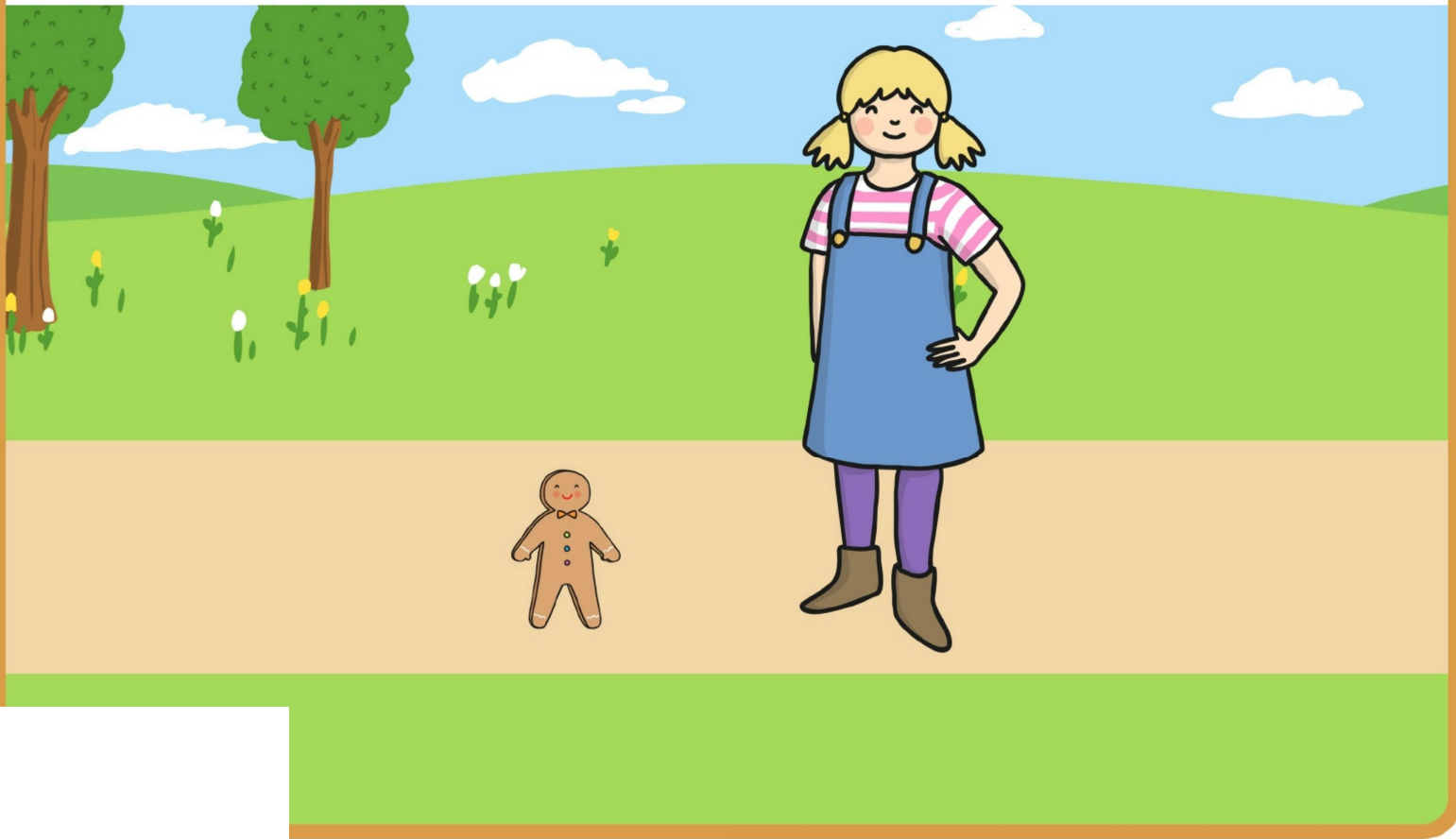
It was not long before the gingerbread man came to a boy.
“Stop! You look good enough to eat!” said the boy.



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



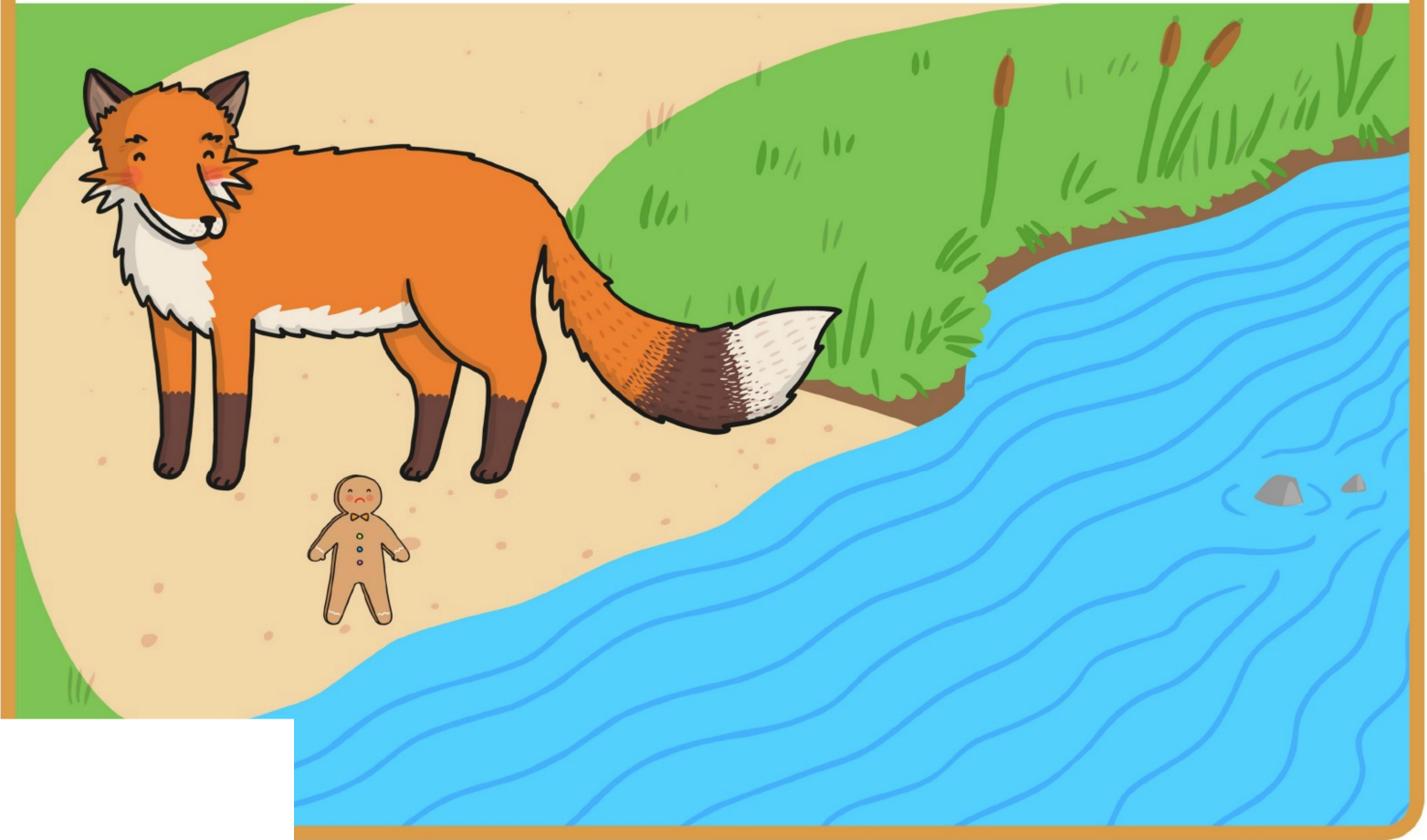
The gingerbread man kept running and came to a girl. "Stop! You look good enough to eat!" said the girl, and she joined in the chase.



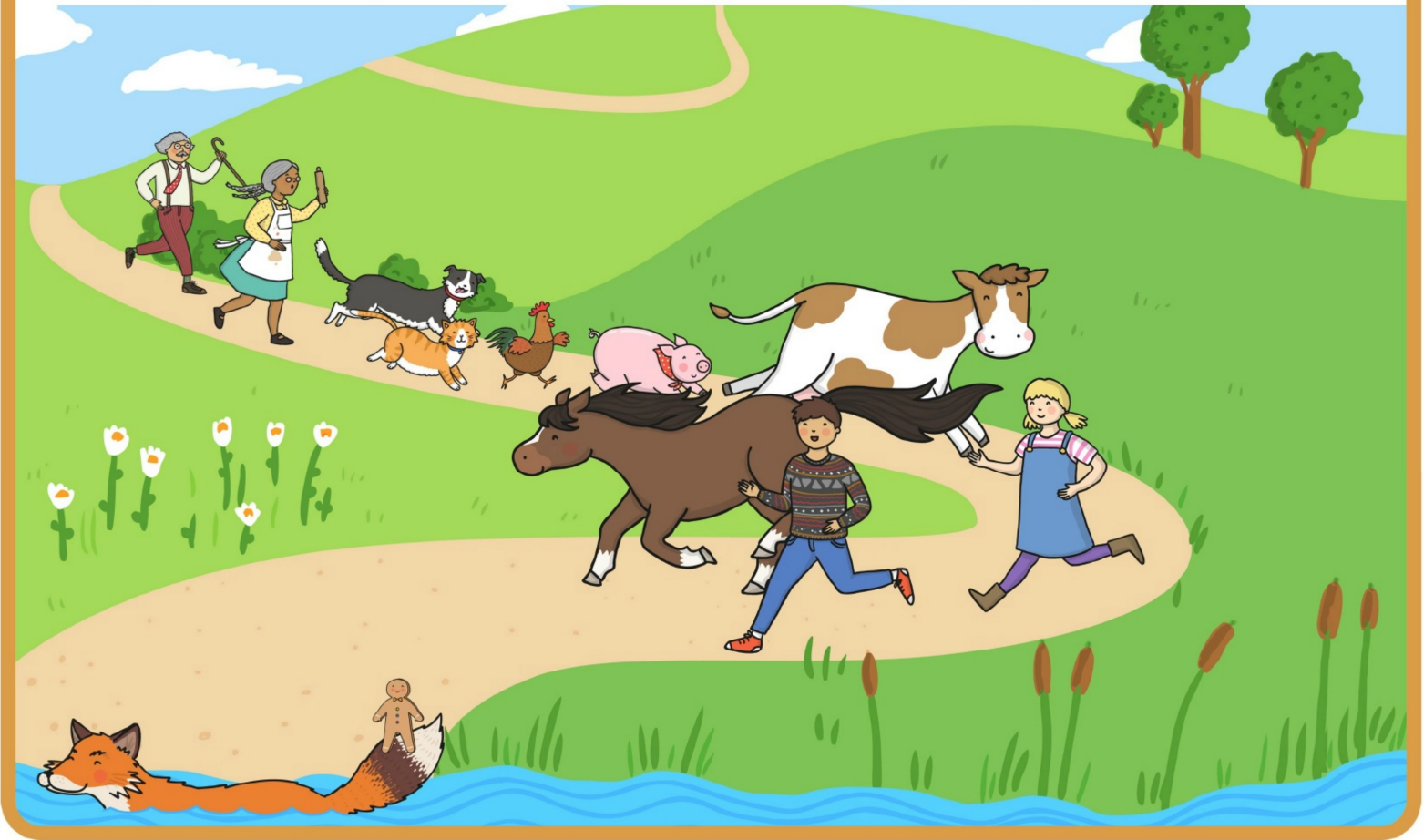
The gingerbread man ran on, until he came to a river. He stopped as he could not swim!



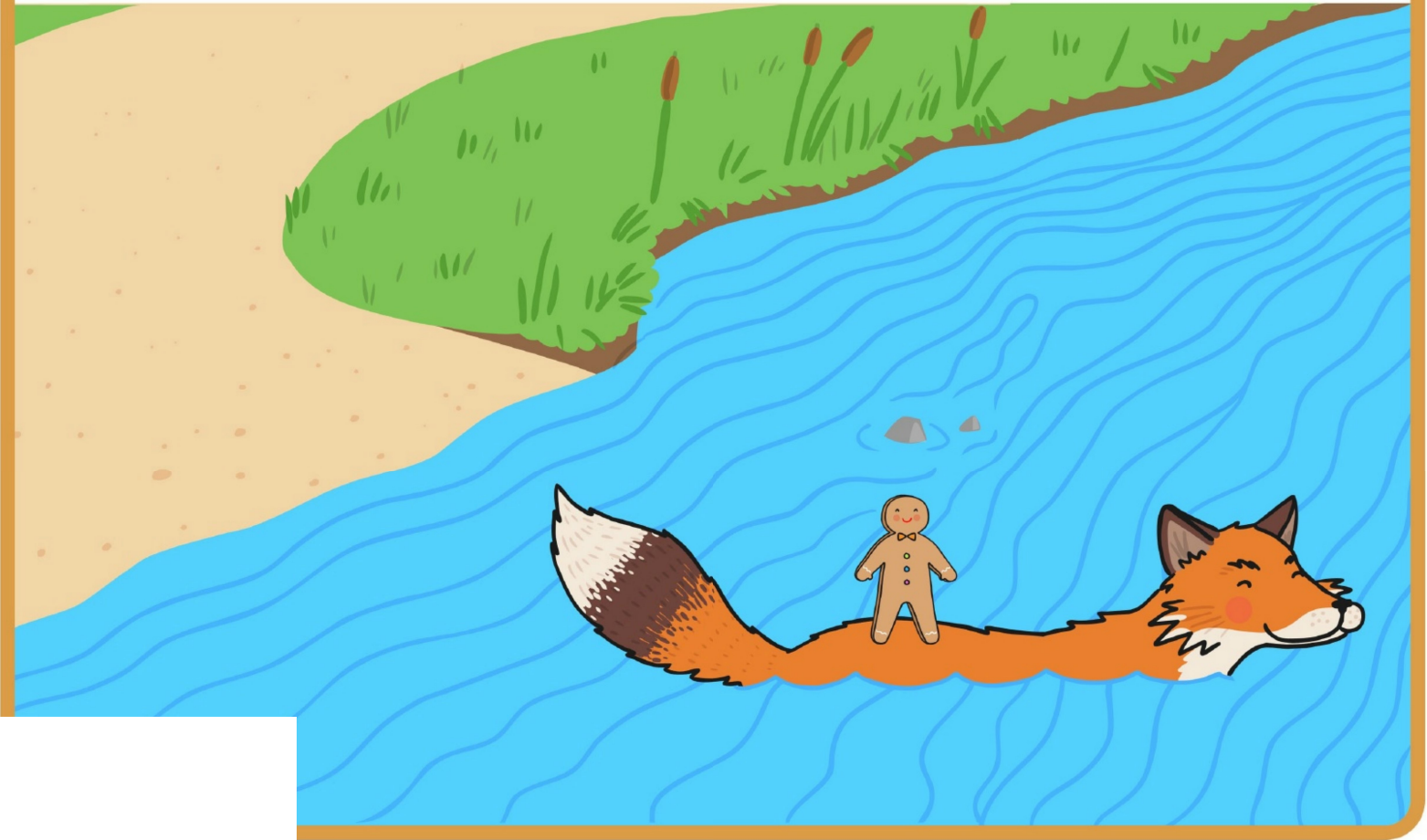
Just then a fox came by. "I can help you cross the river" said the fox.
"Just hop onto my tail and I will swim across."



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.” and 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





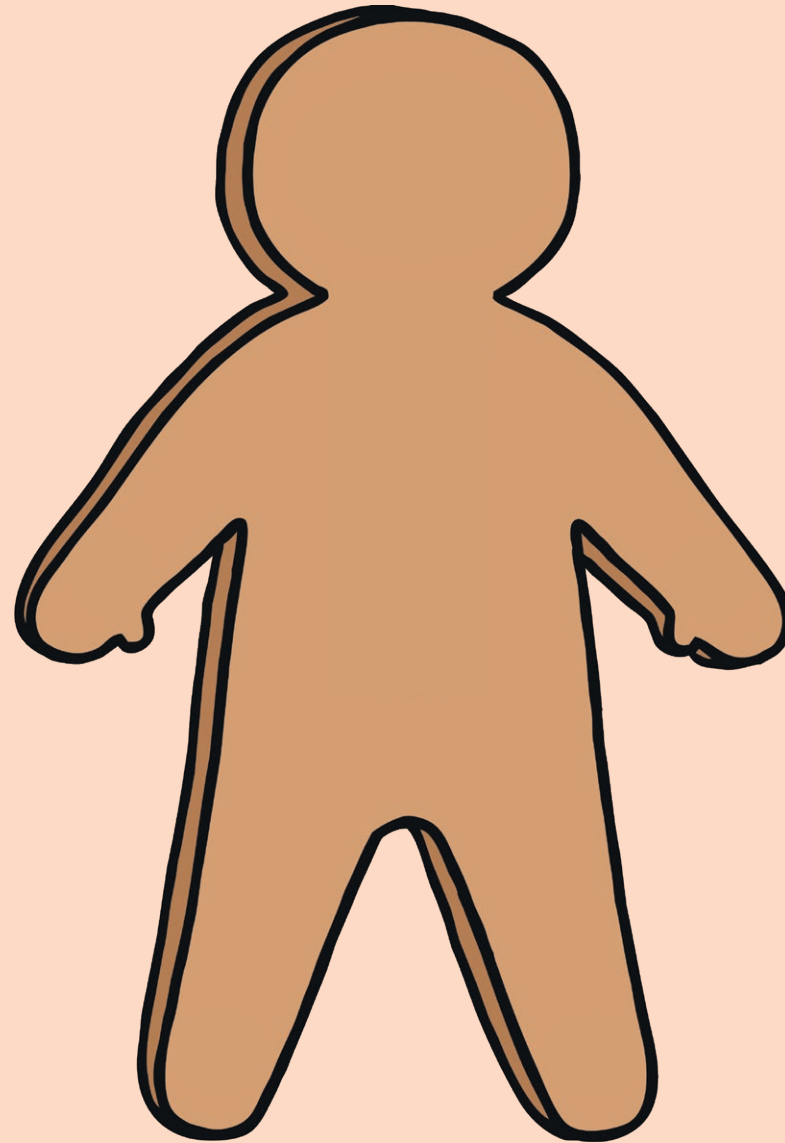
Gingerbread

Man

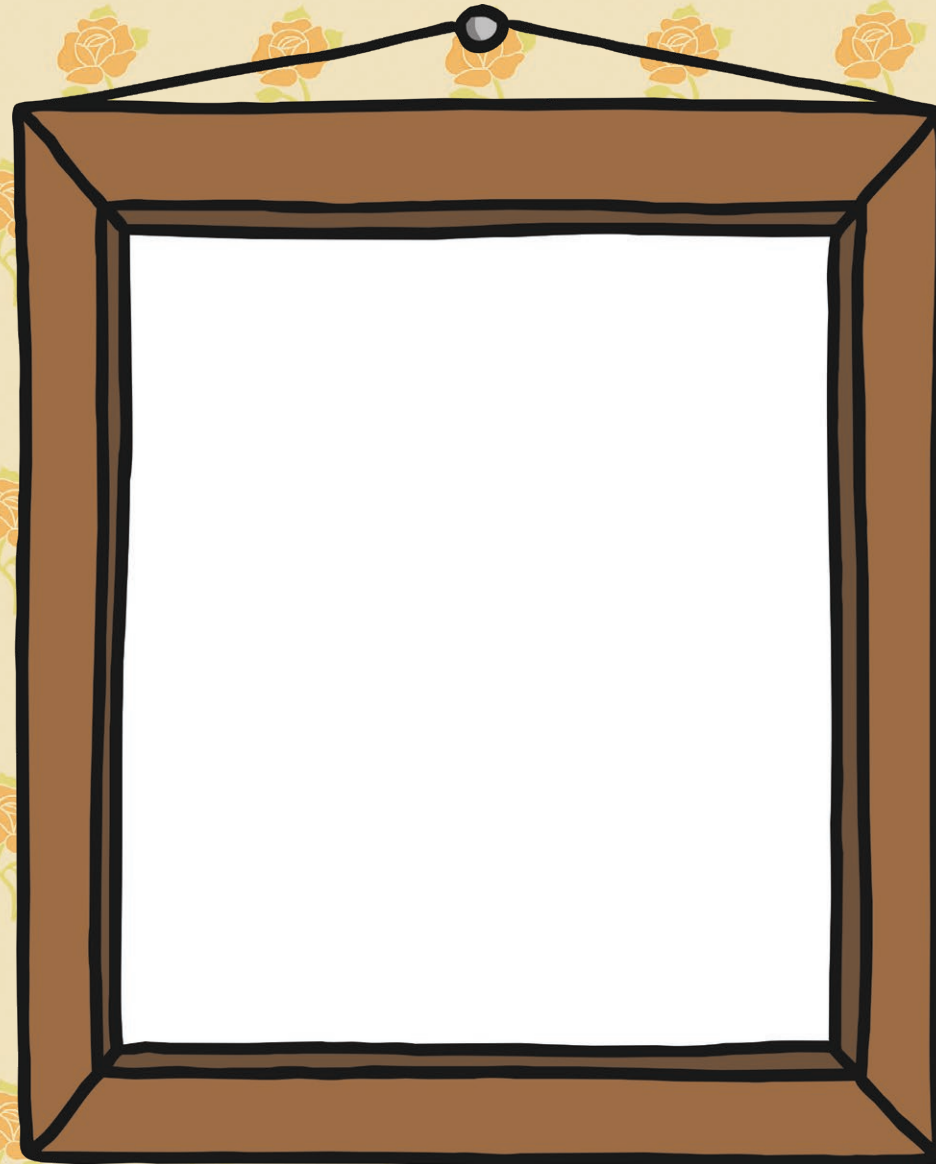
read



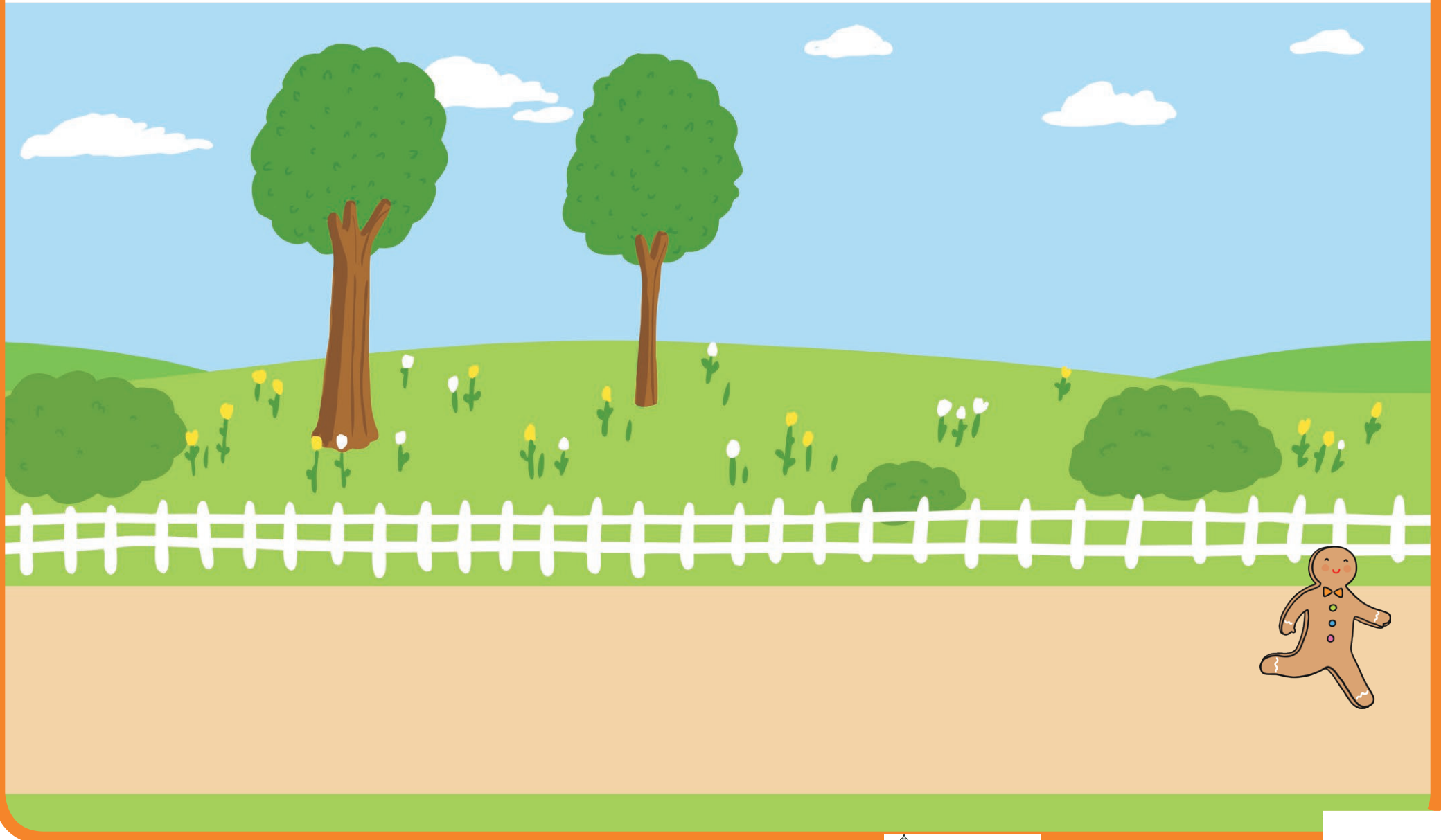
Use your playdough to decorate The Gingerbread Man.



Use your playdough to make a little old woman and man.



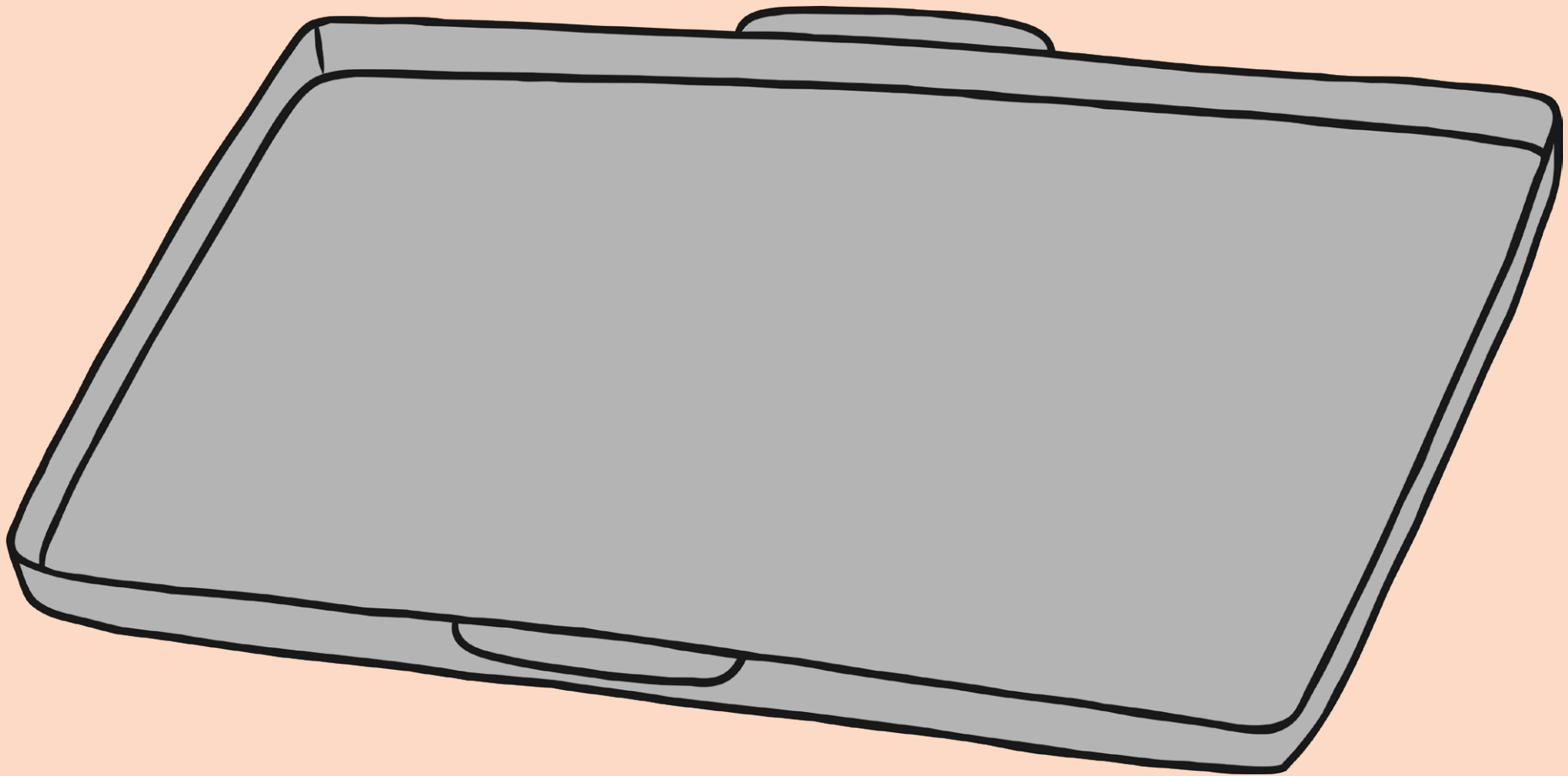
Use your playdough to make some characters chasing The Gingerbread Man.



Use your playdough to make The Gingerbread Man on the fox's nose.



Use your playdough to make a Gingerbread Man on the baking tray.





“You can't
touch the Gingerbread Man”



t catch me

erbread M

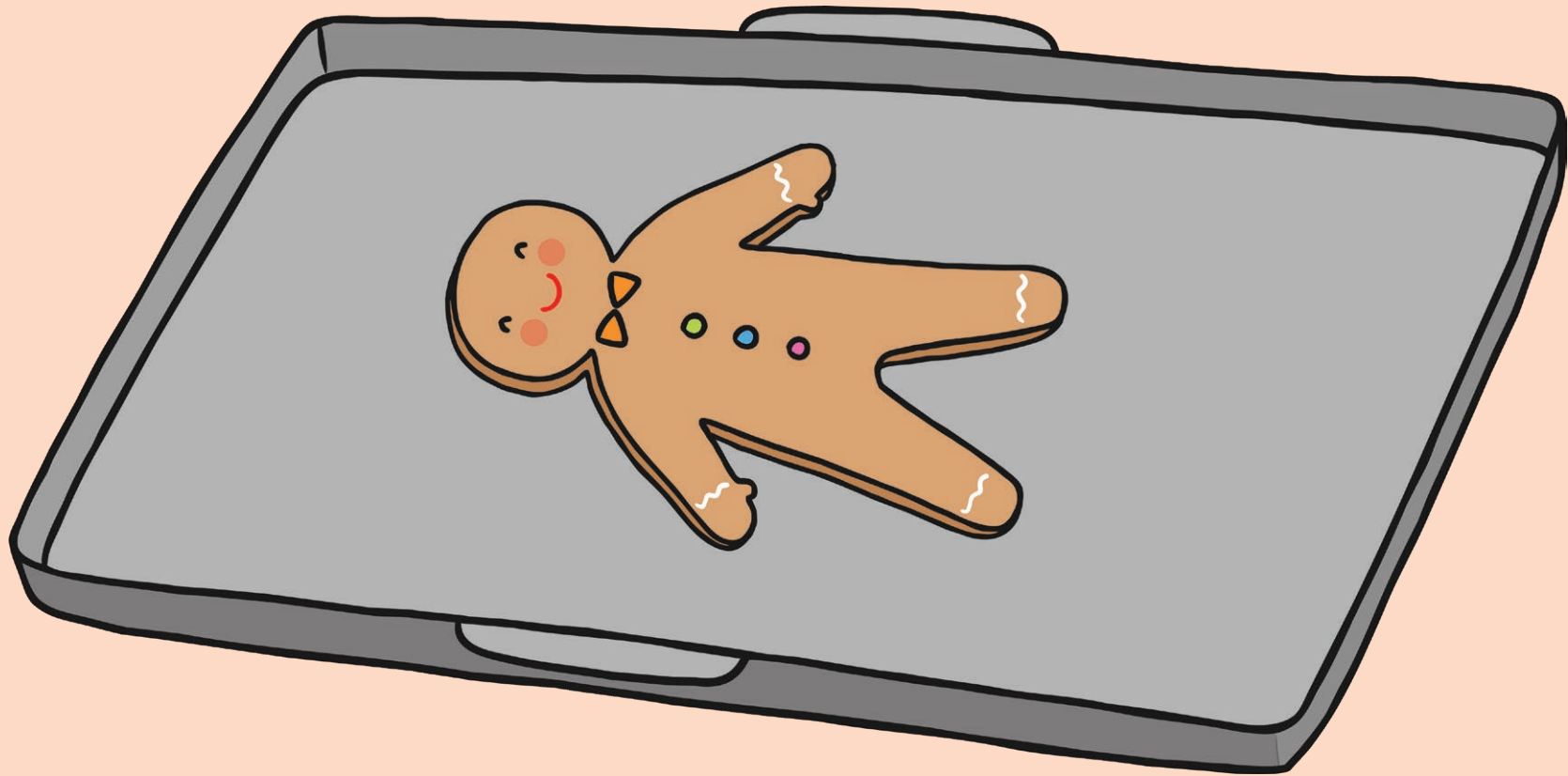
, I'm
an!"

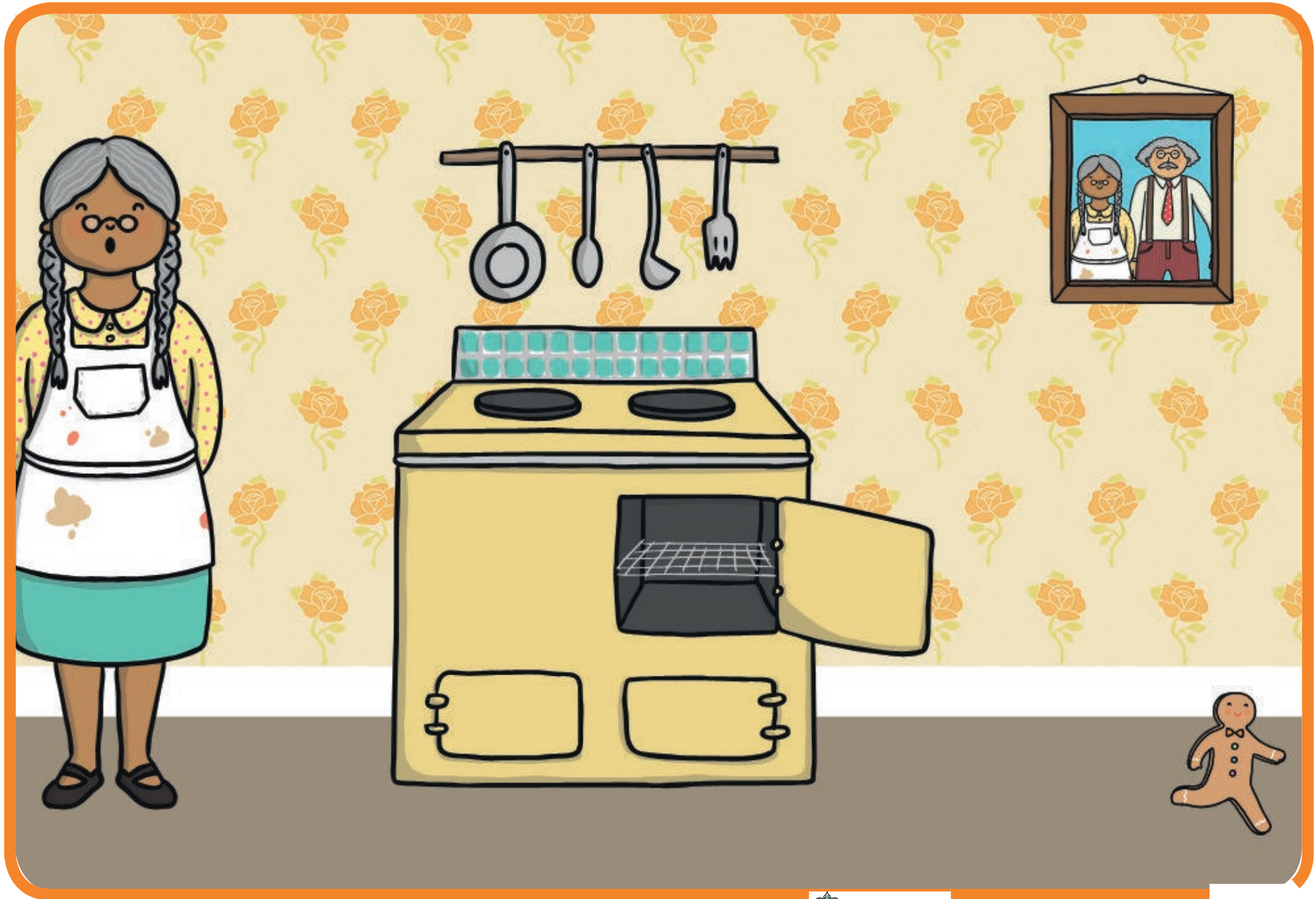


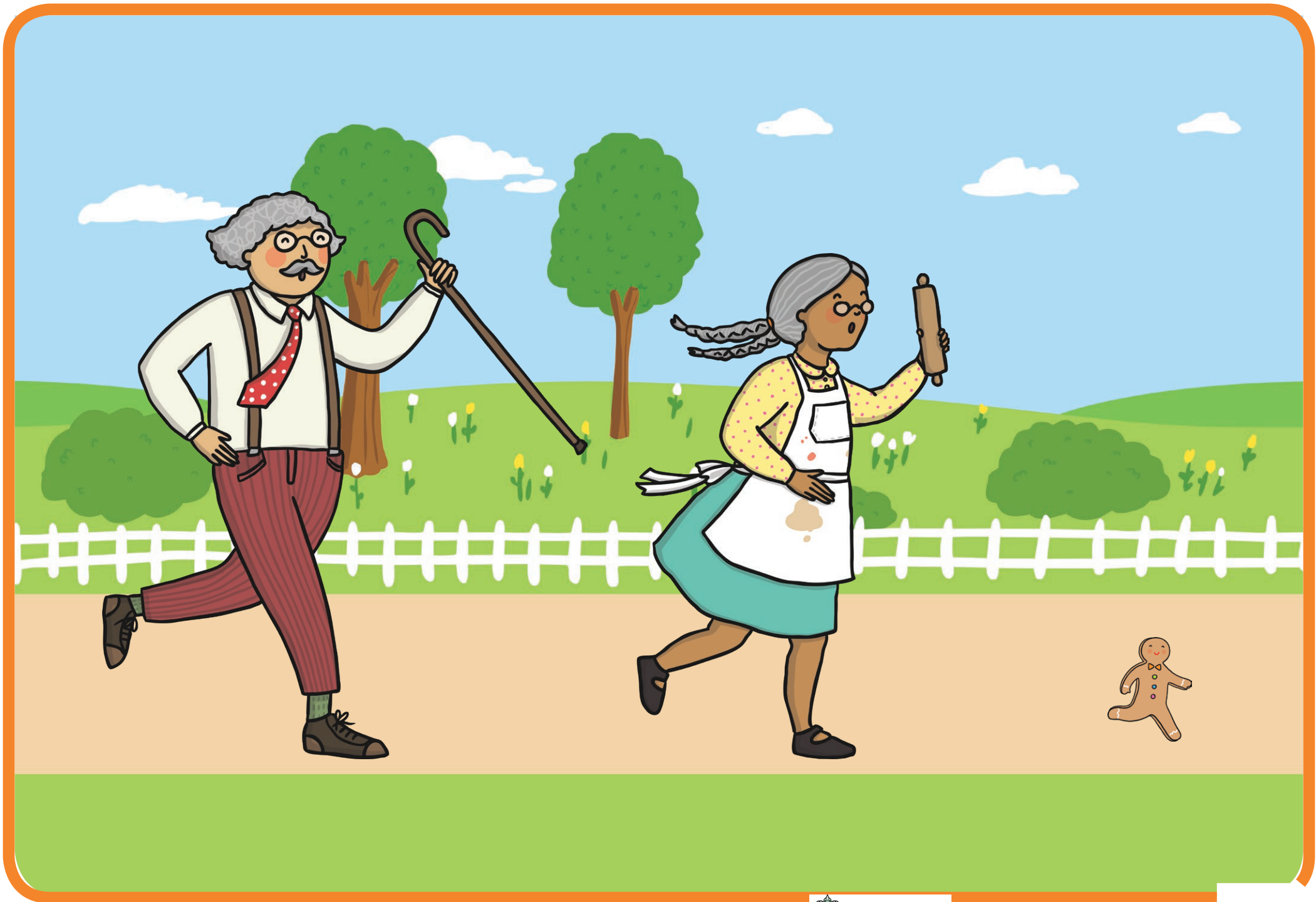
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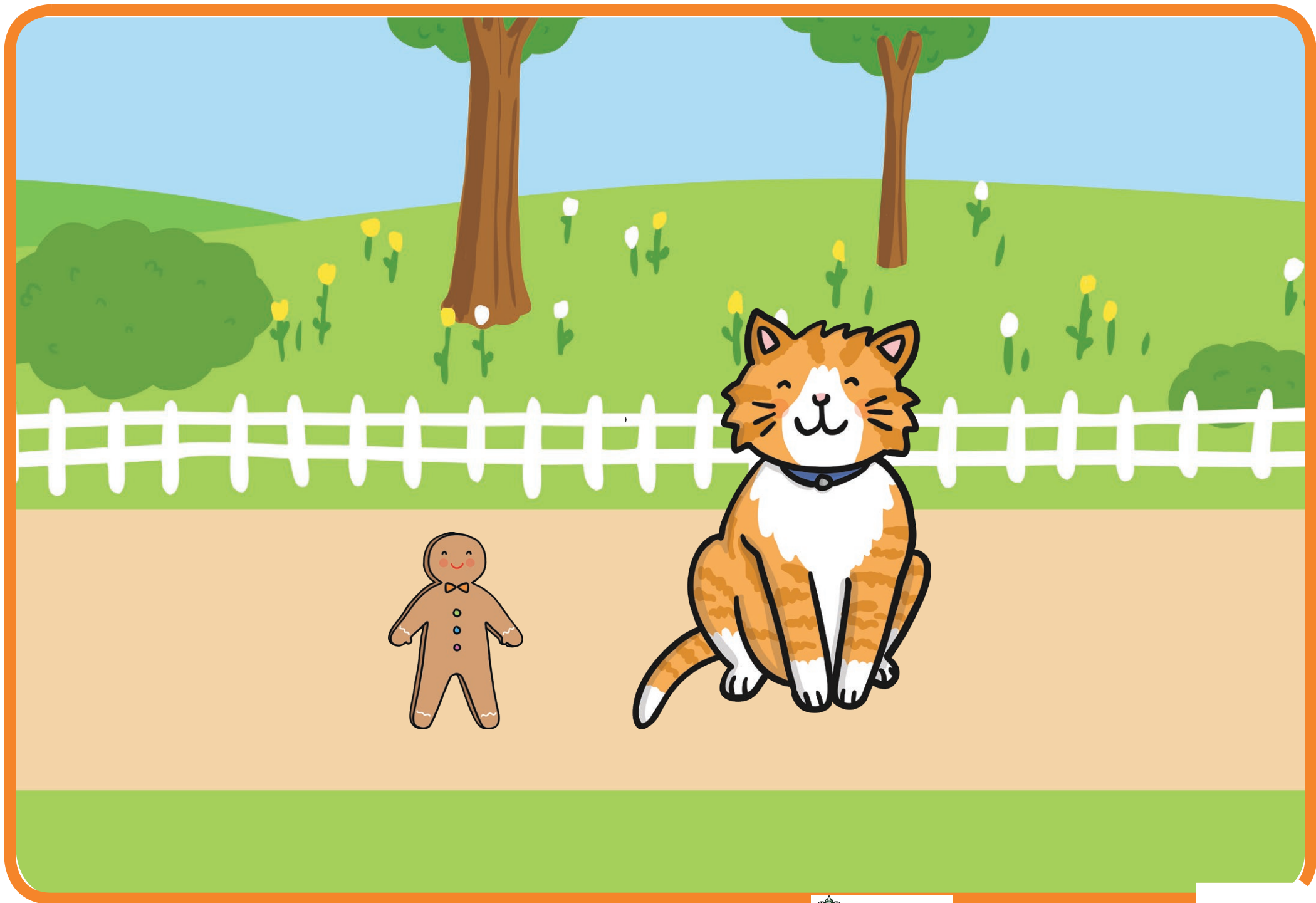








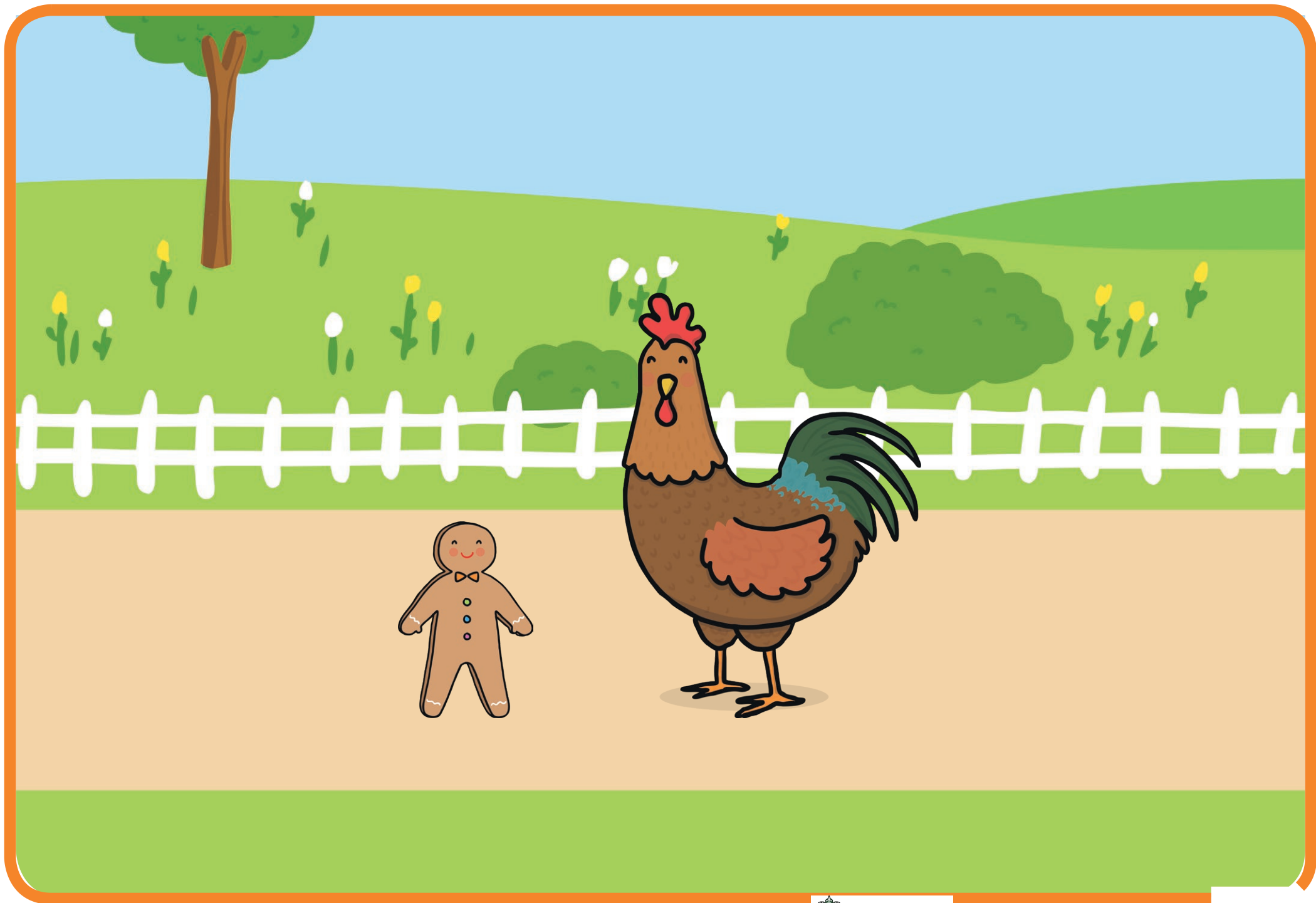




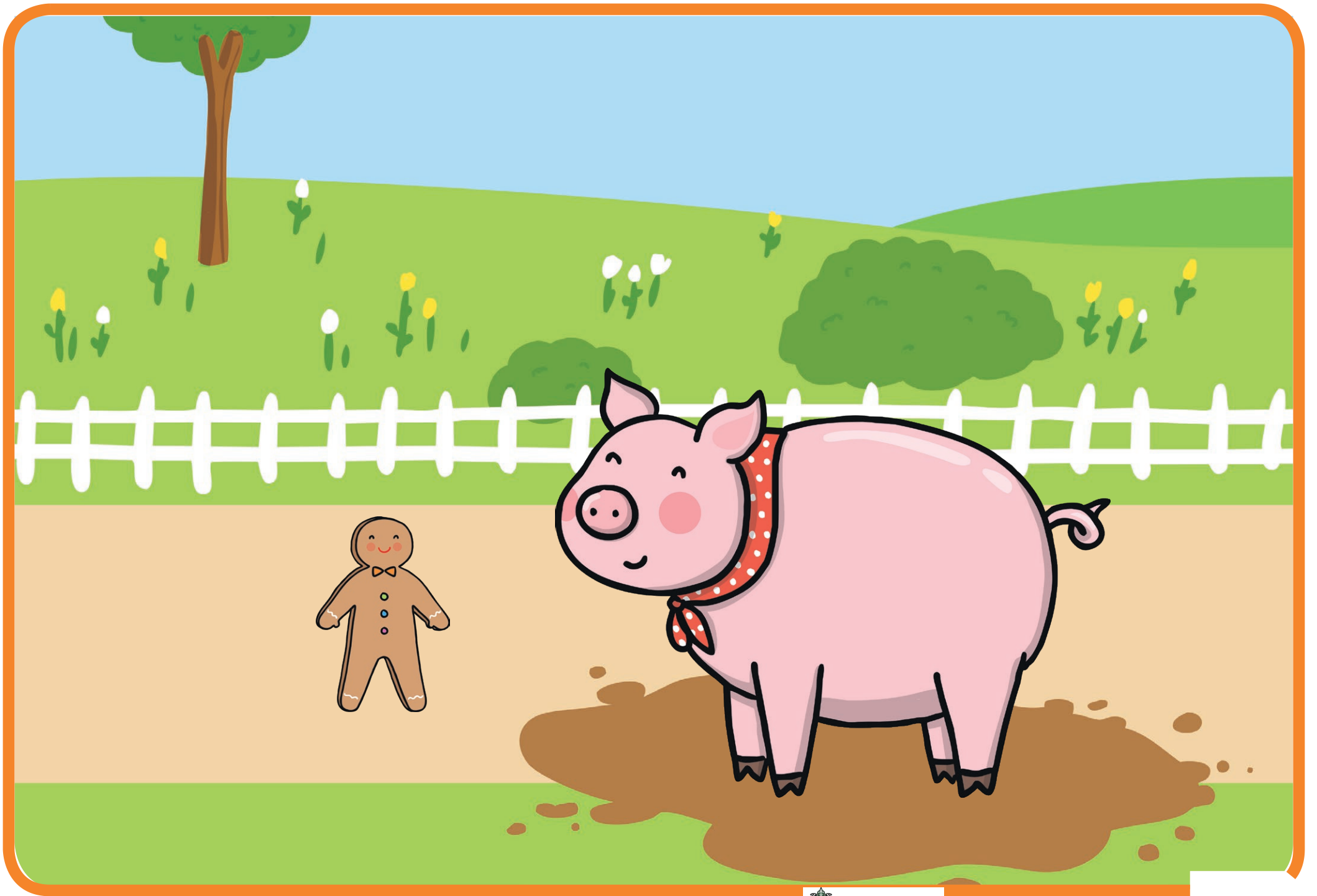


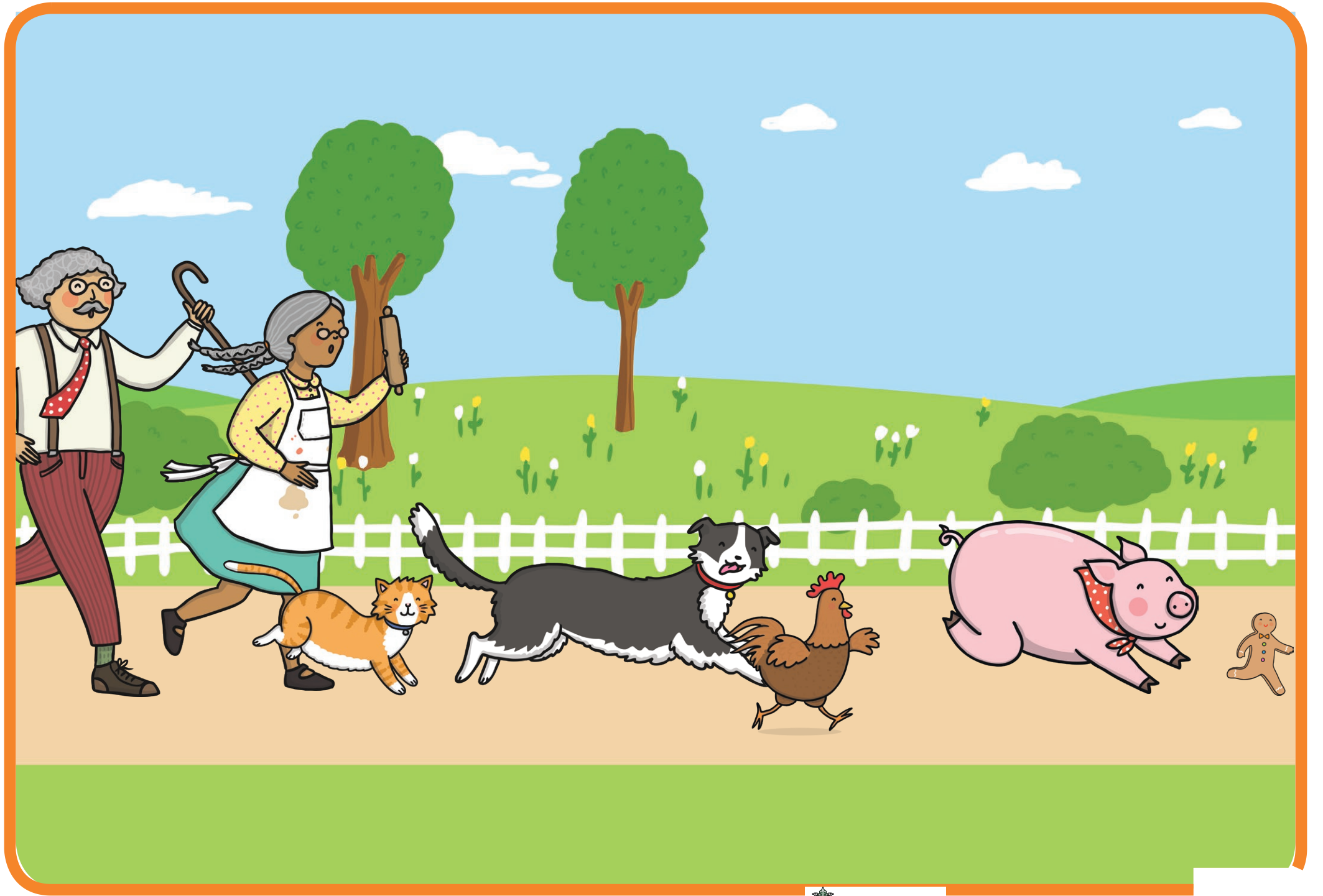


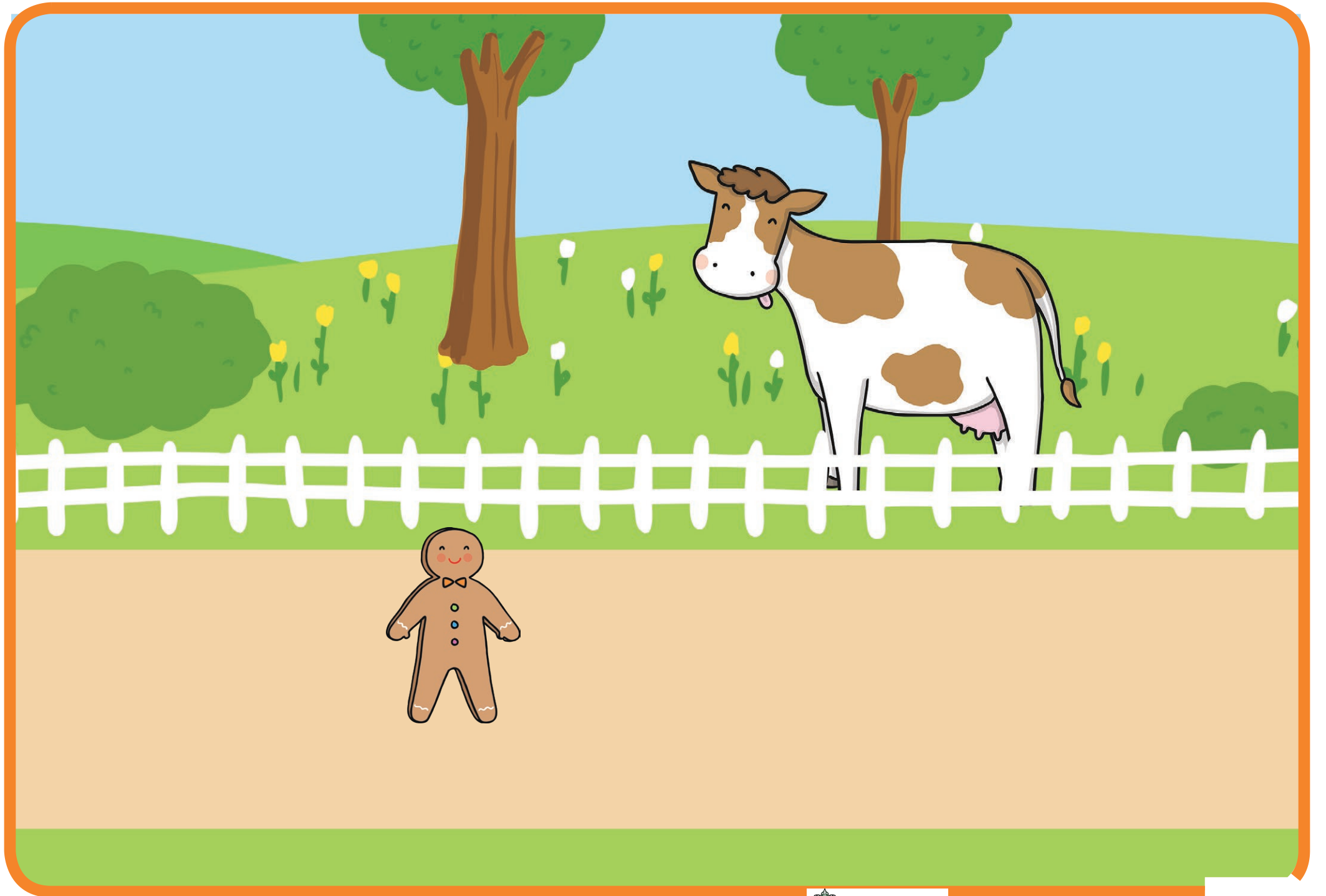


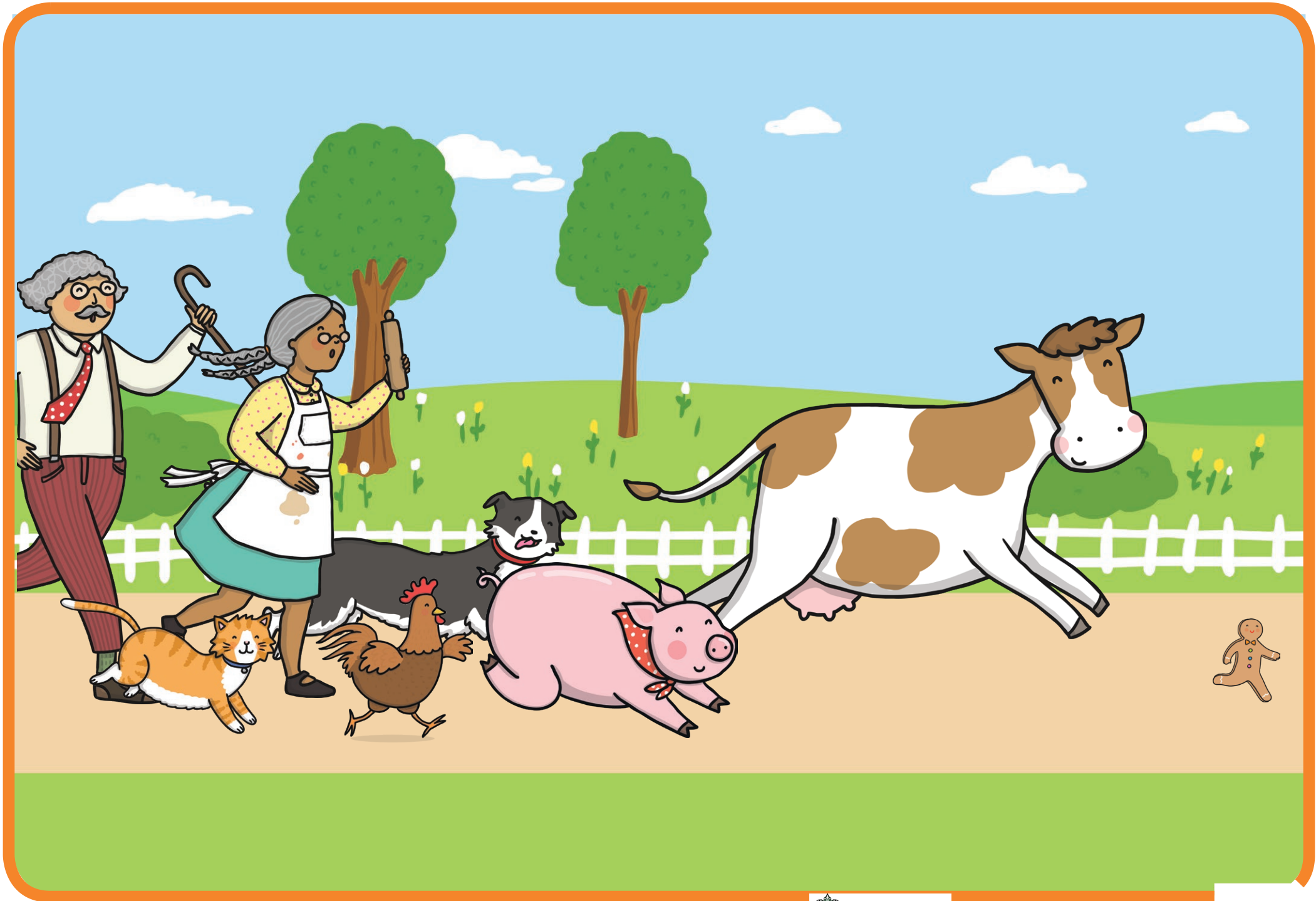


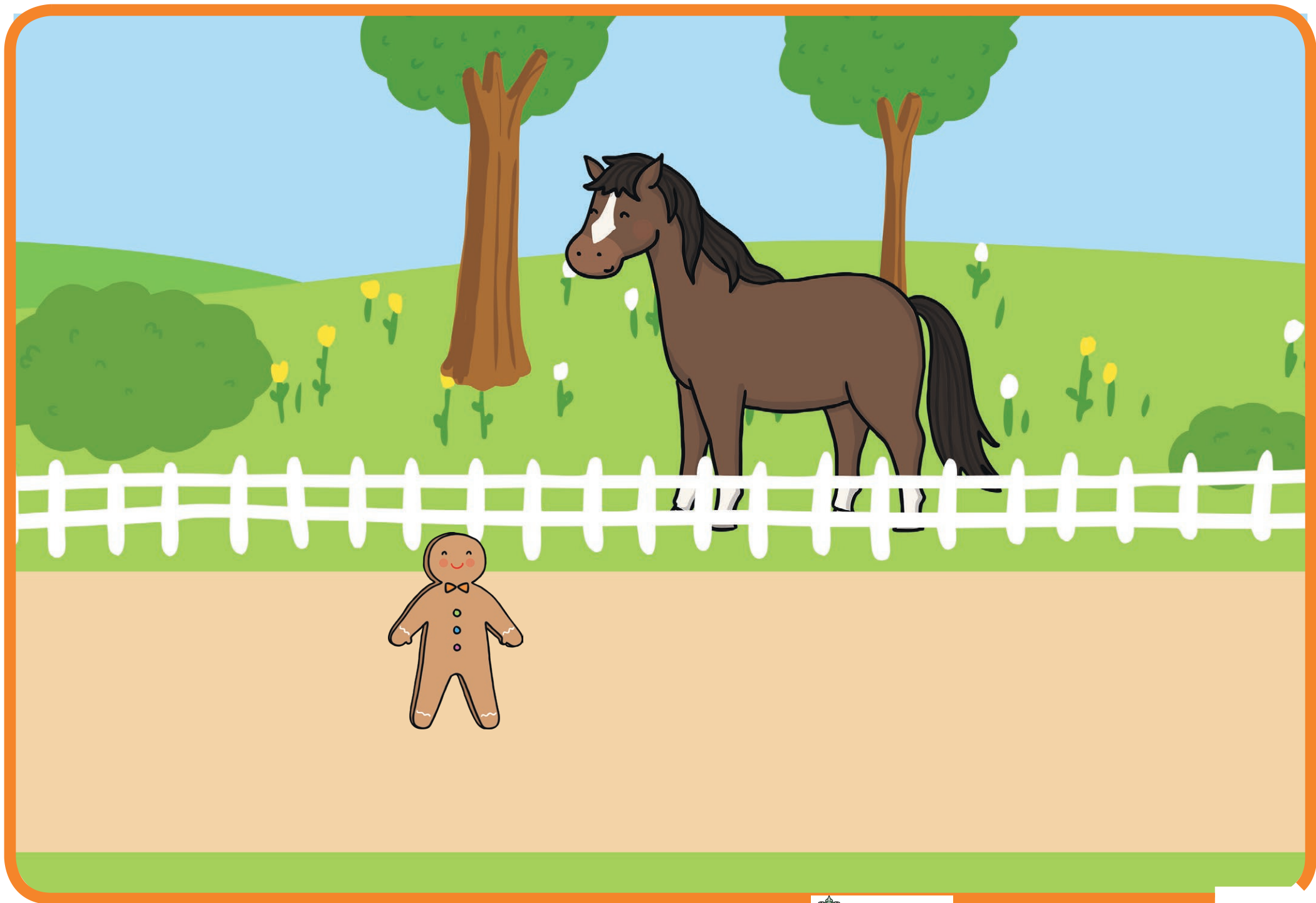




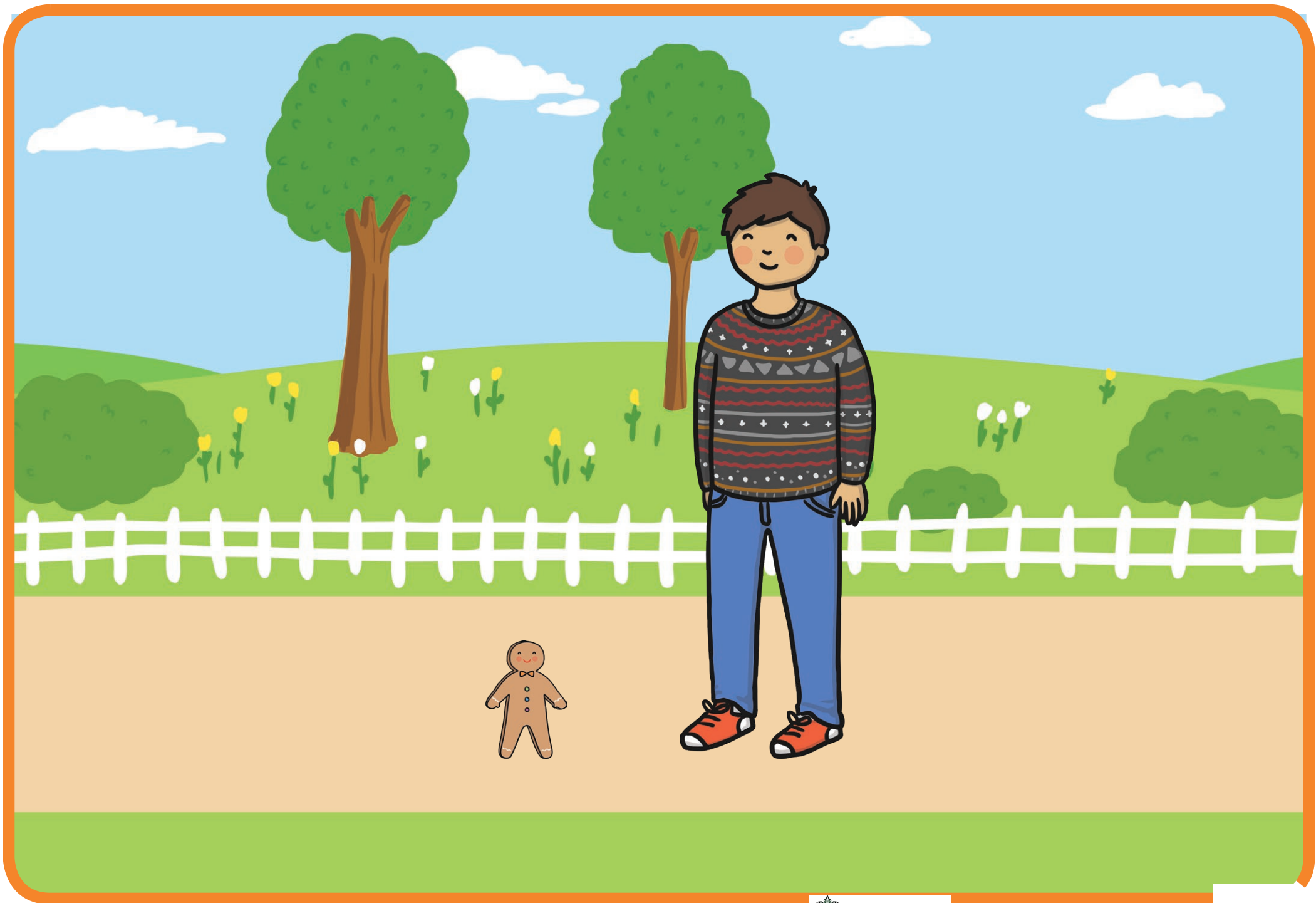




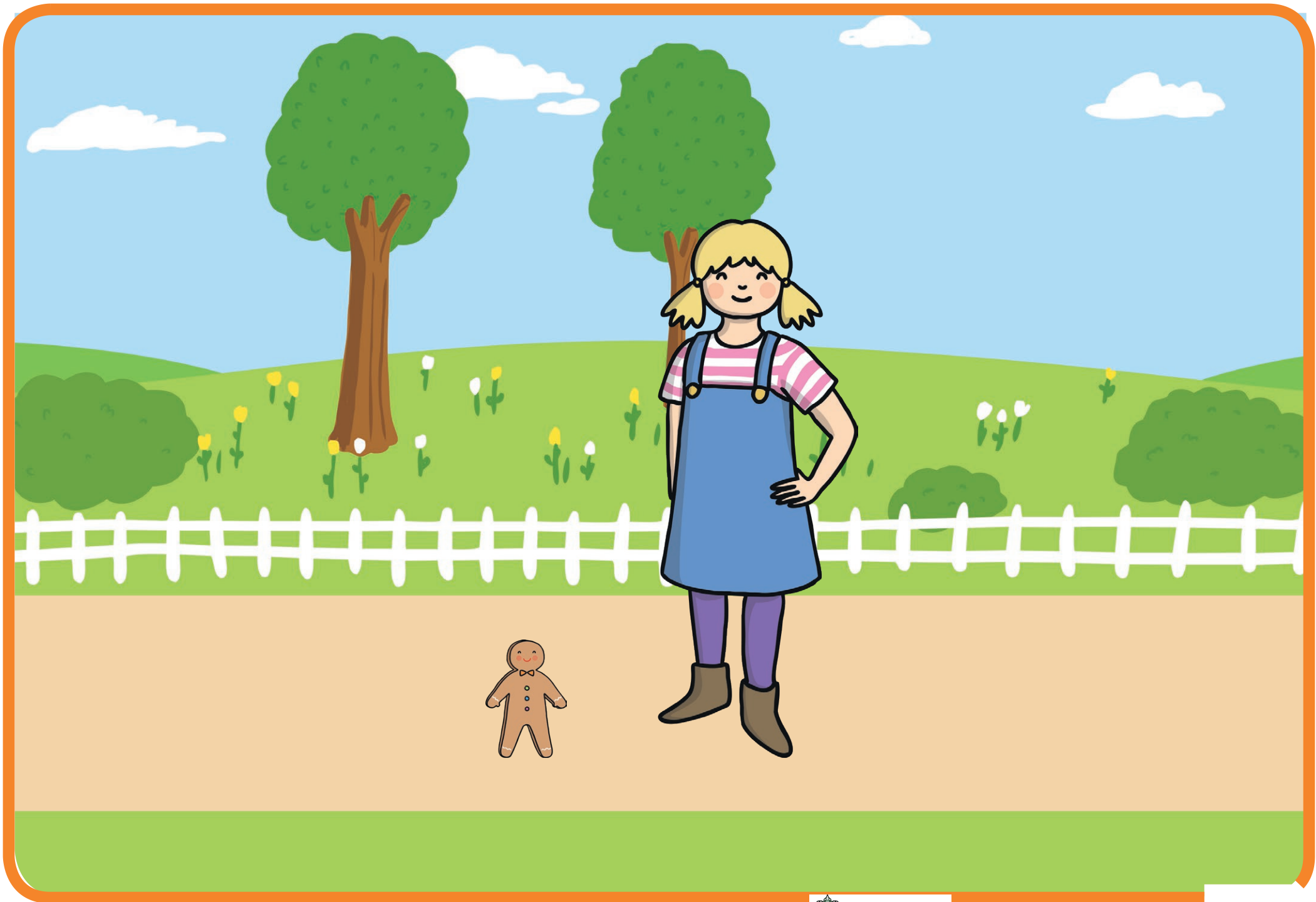








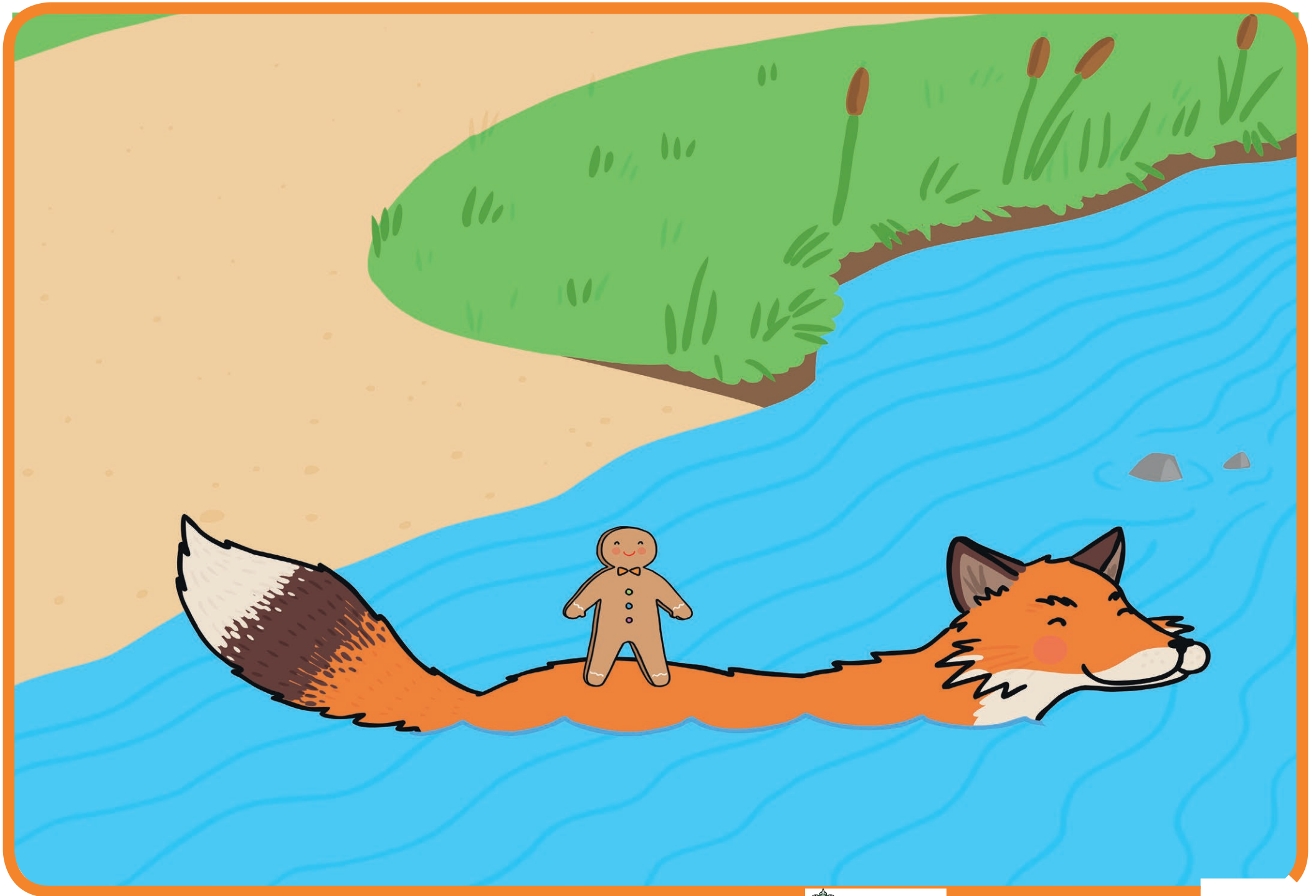










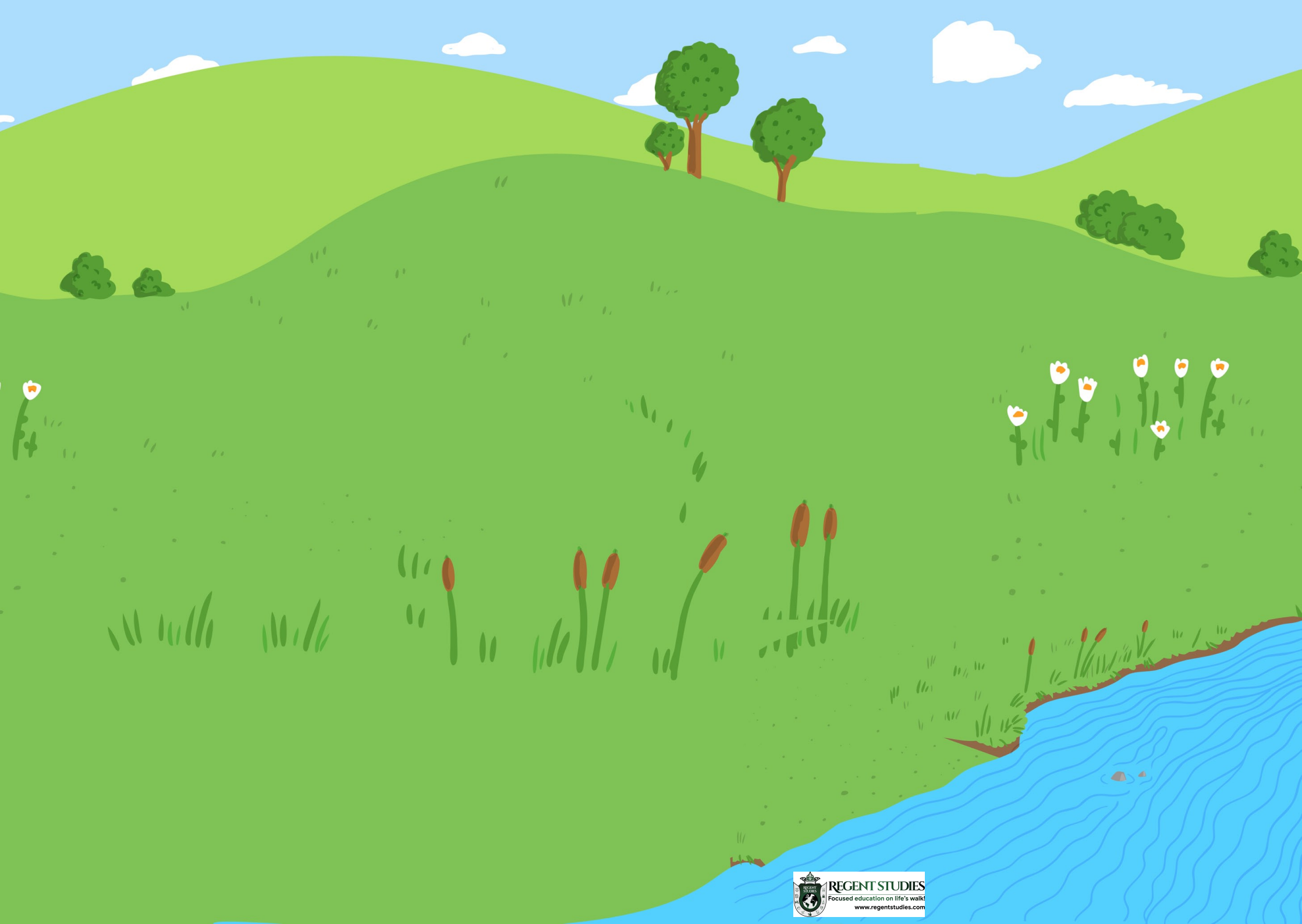












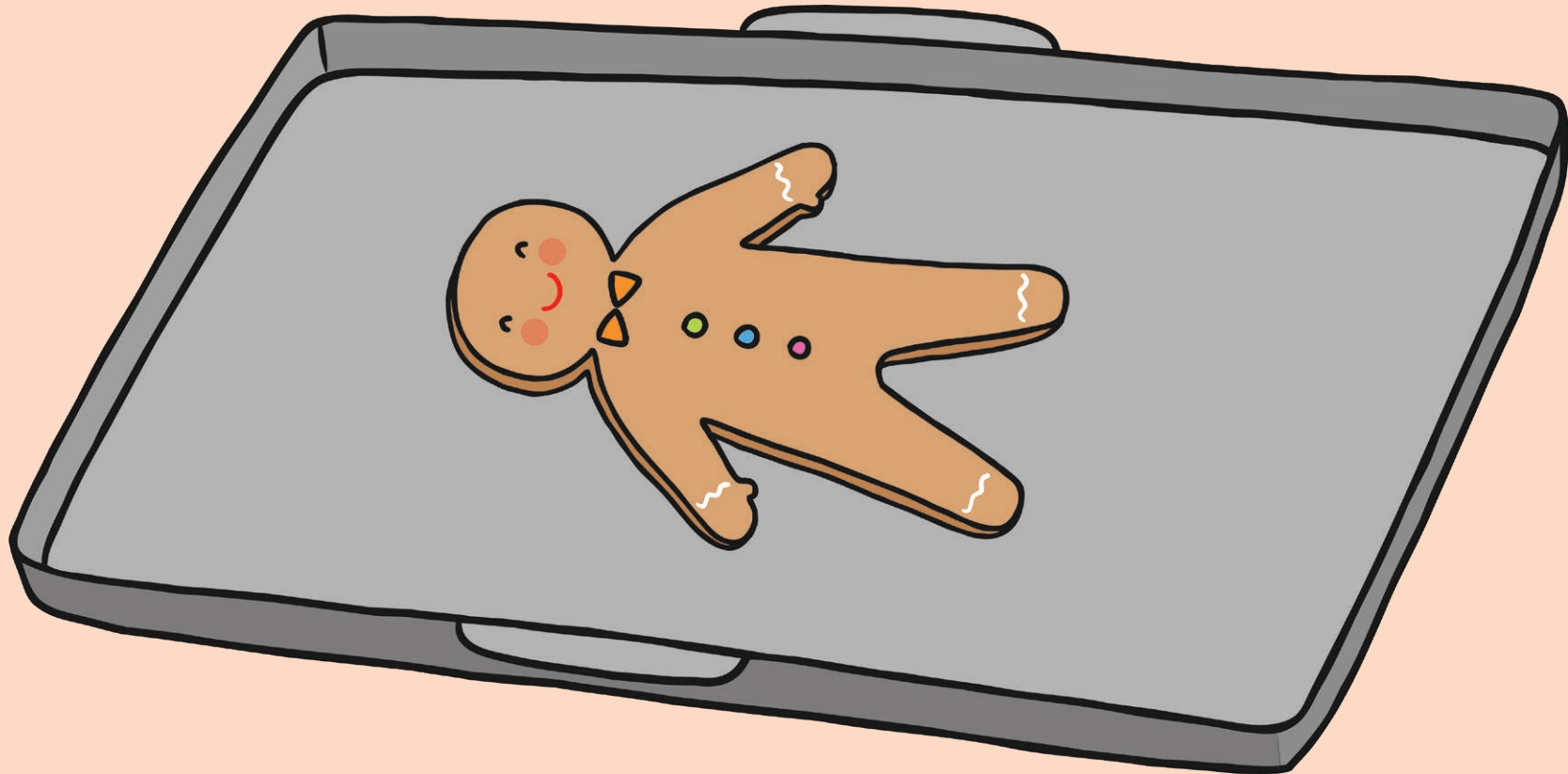
The Gingerbread Man



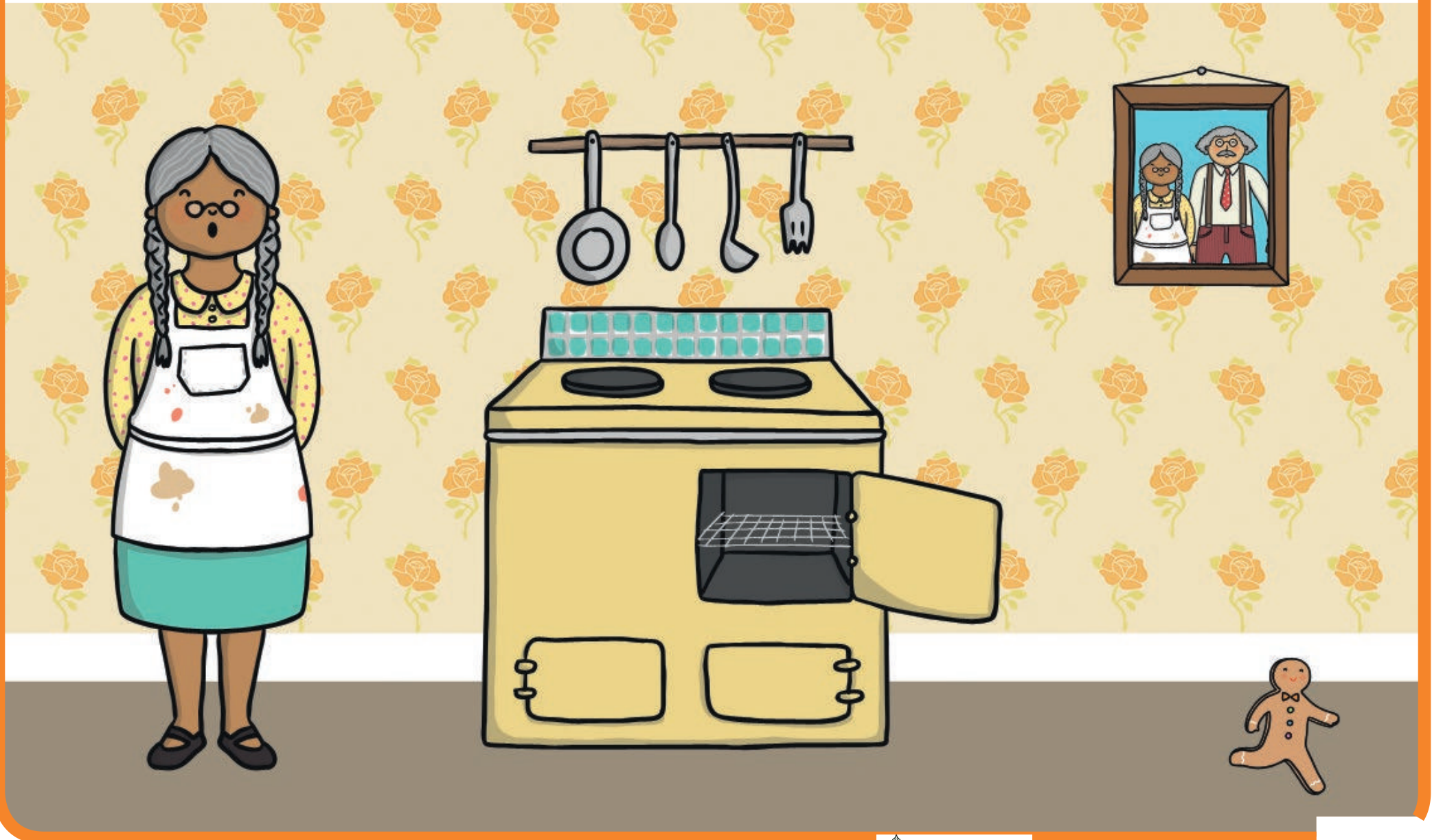
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One day, the little old woman made a gingerbread man.



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



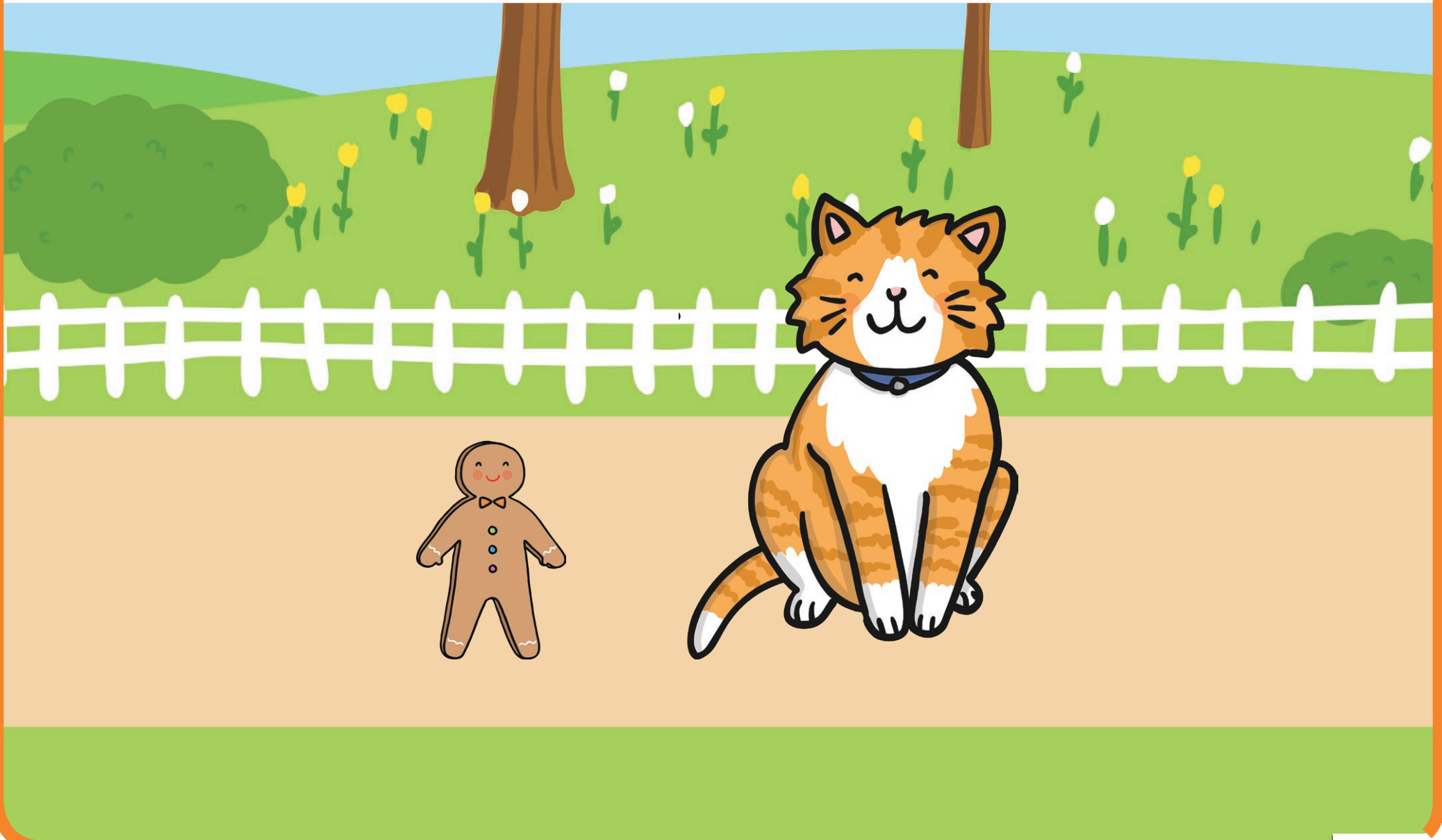
The little old woman and the little old man ran after the gingerbread man yelling “Stop! Stop!”, but they could not catch him.



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



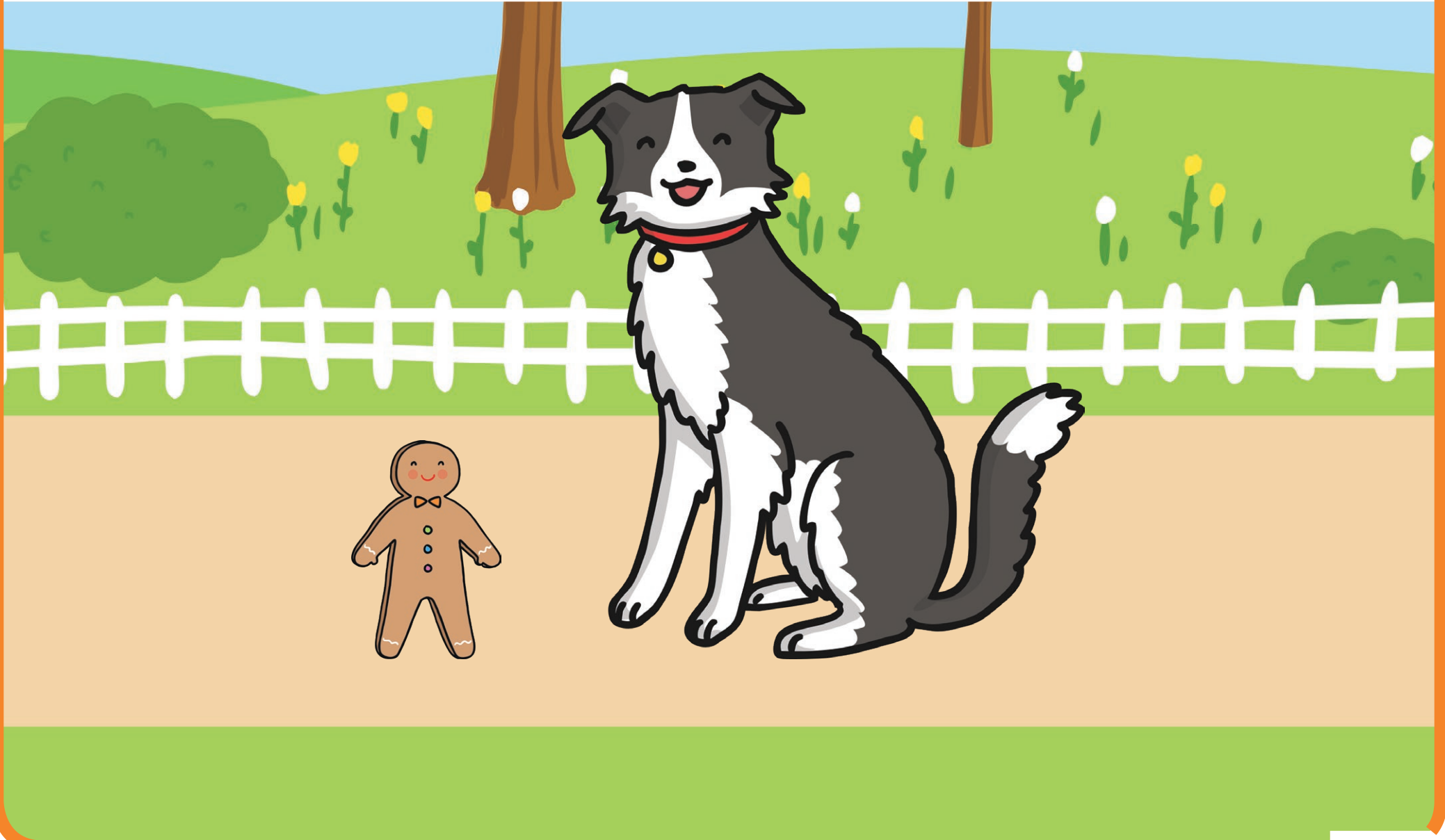
The gingerbread man ran until he came to a cat. "Stop! You look good enough to eat!" said the cat.



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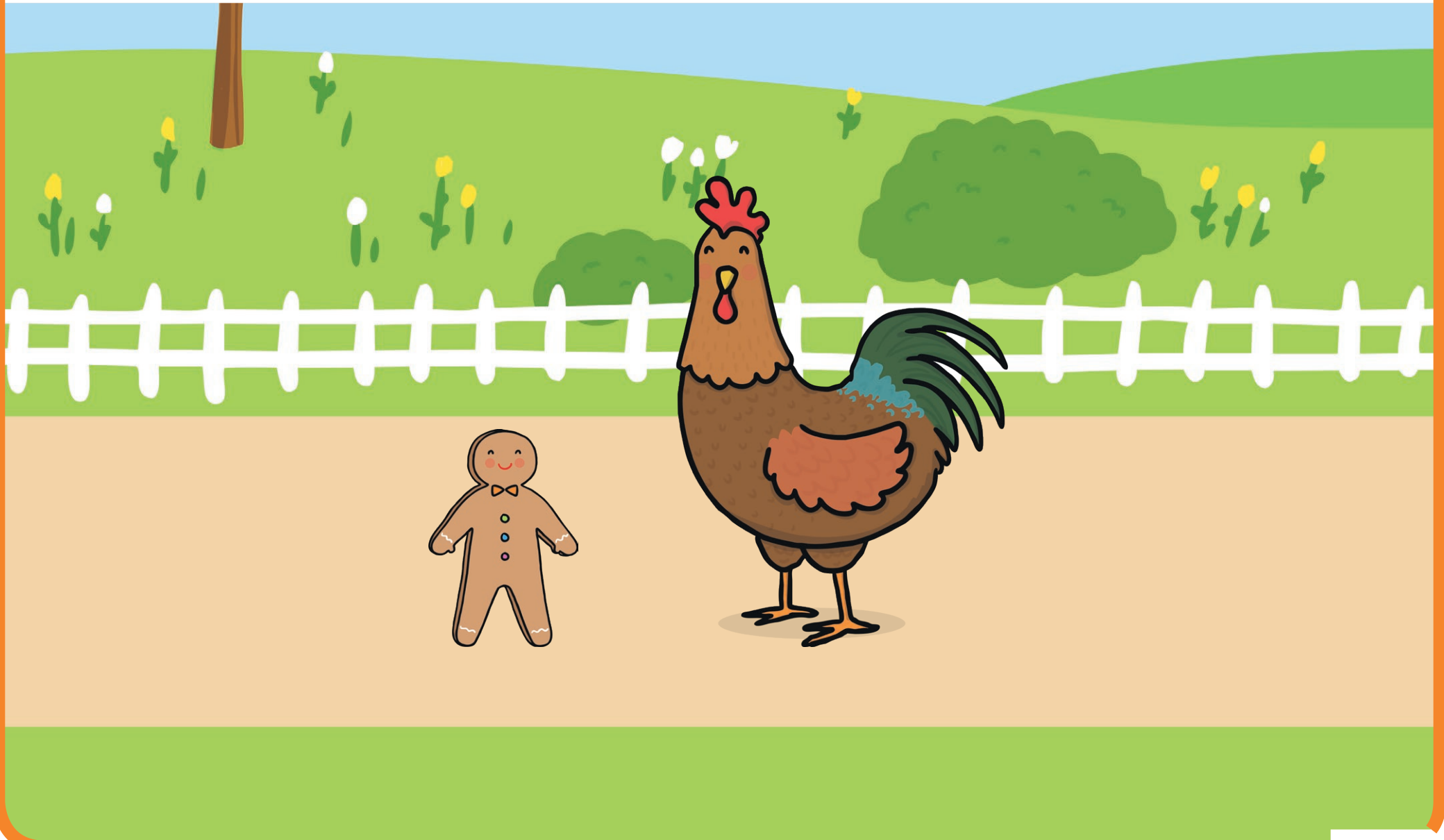
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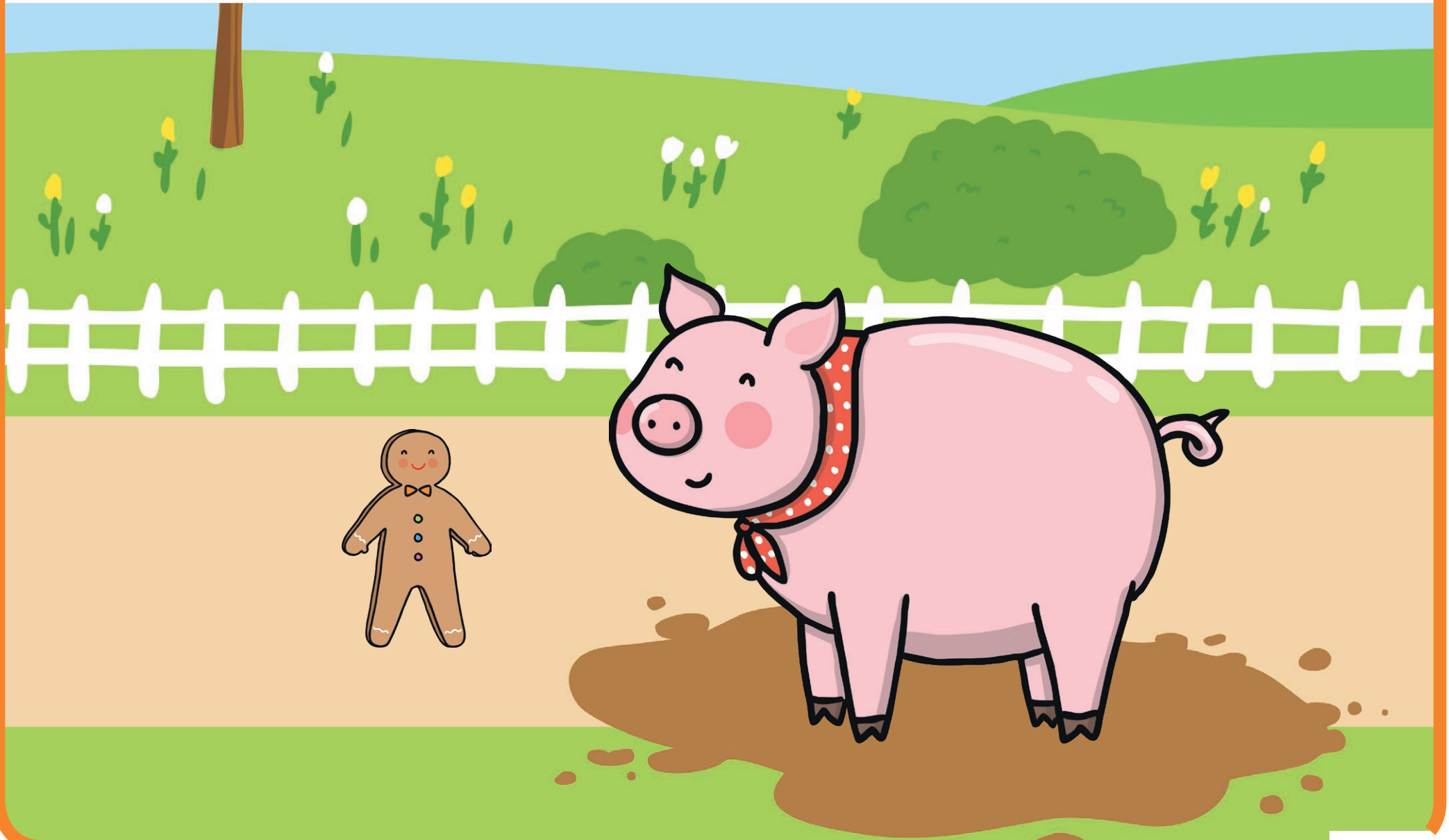
The gingerbread man ran on, then he came to a cockerel. "Stop! You look good enough to eat!" said the cockerel.



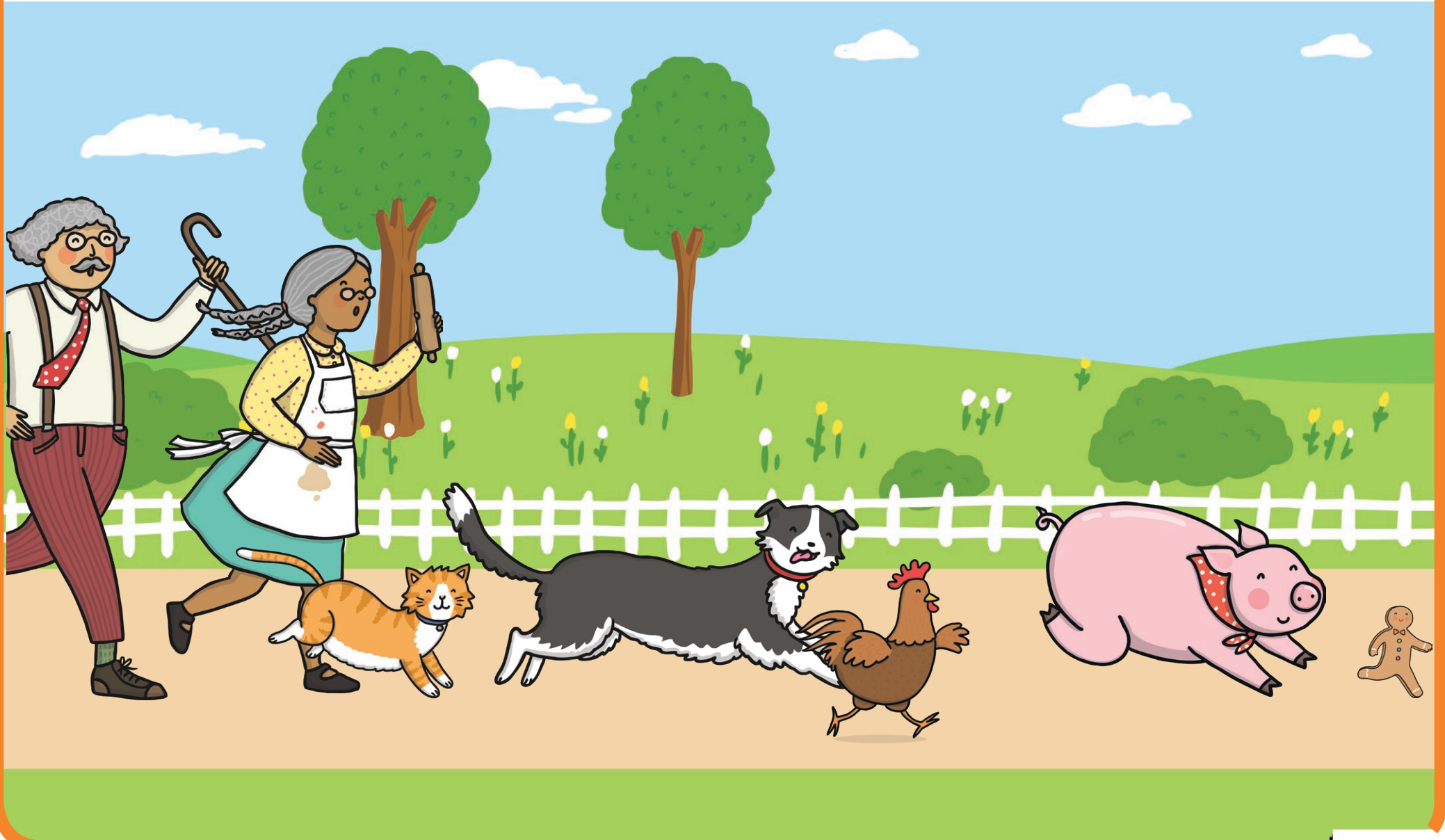
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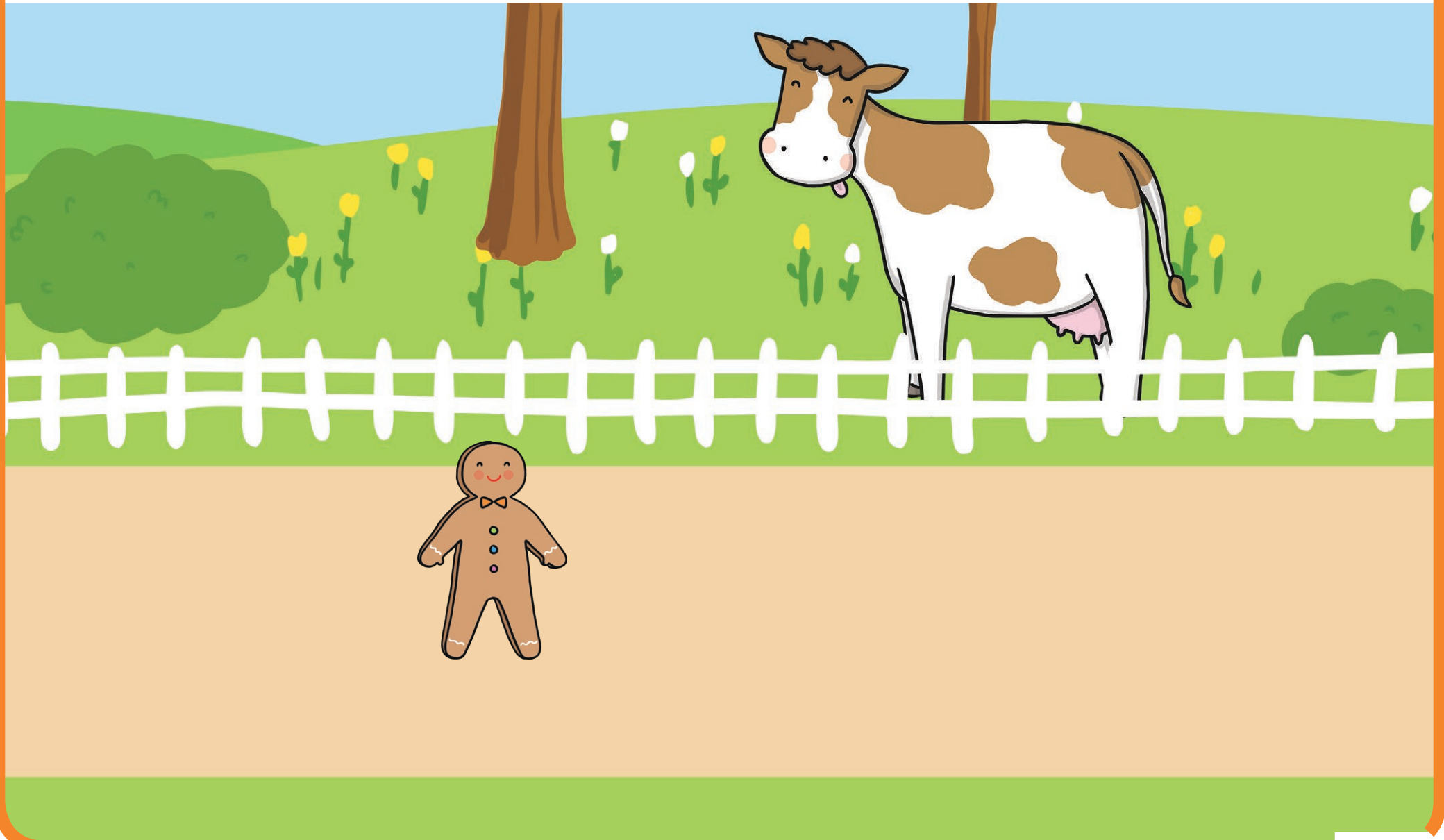
The gingerbread man ran down the lane until he came to a pig. "Stop! You look good enough to eat!" said the pig.



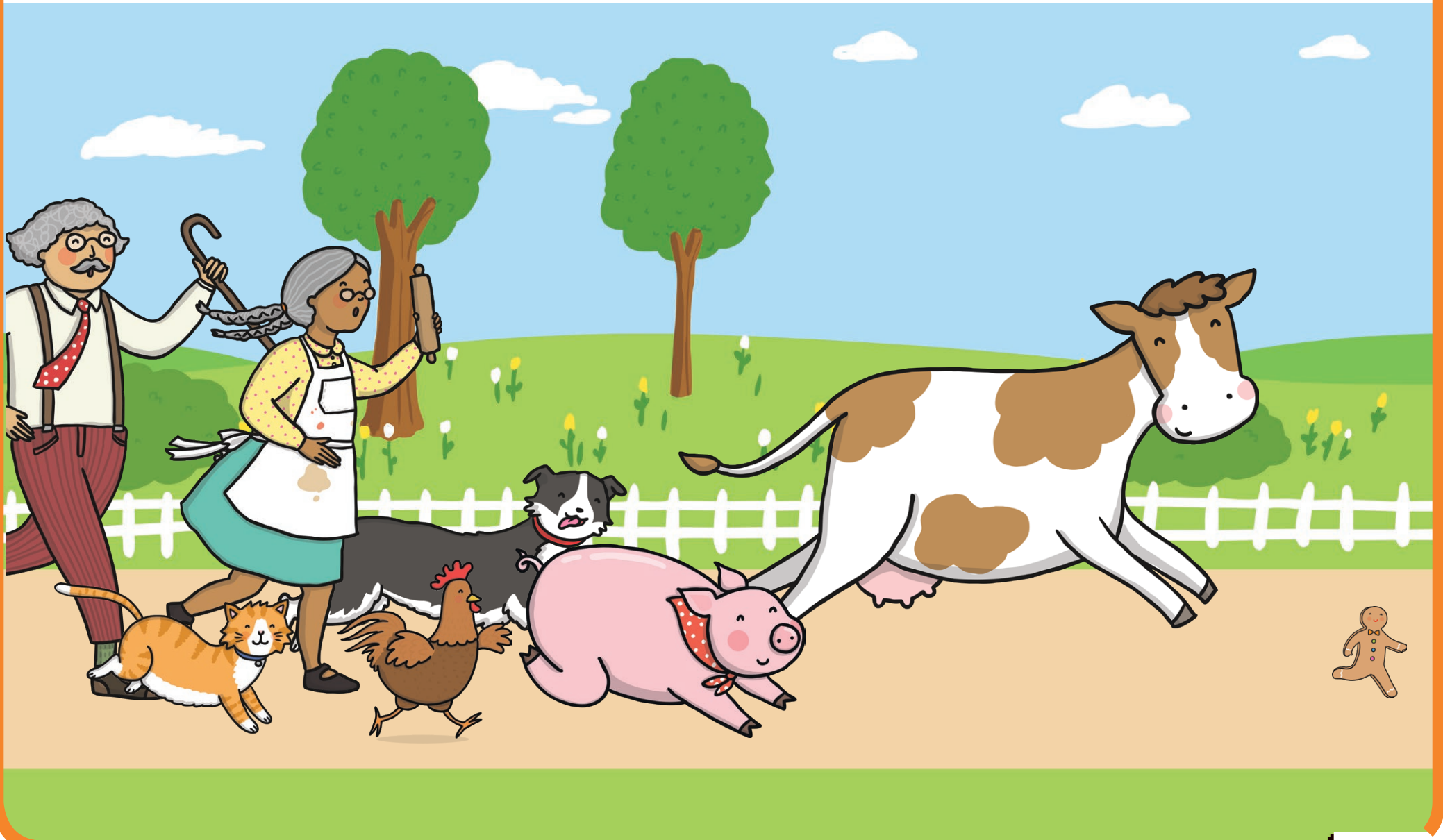
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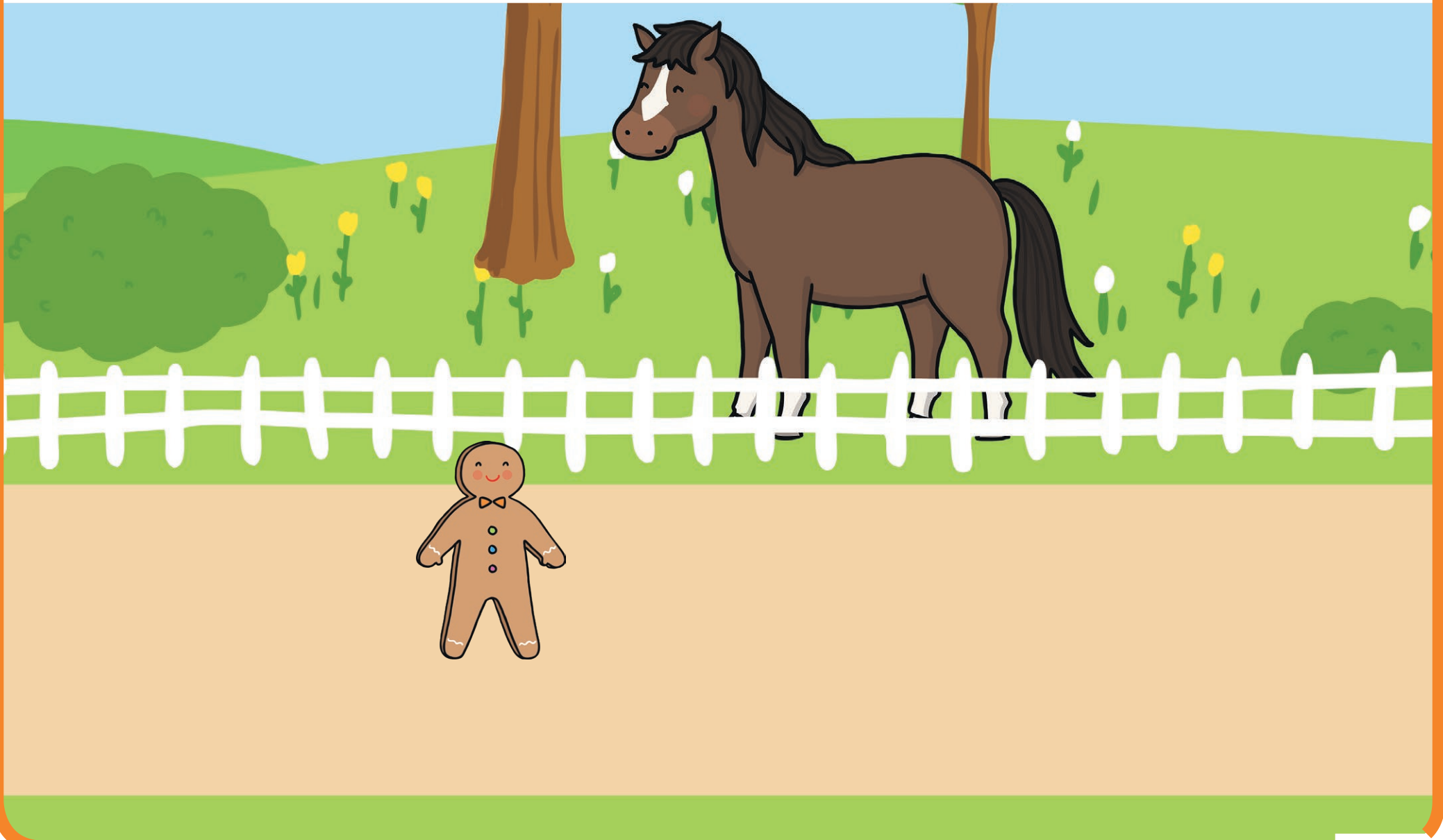
A little further on the gingerbread man came to a cow. "Stop! You look good enough to eat!" said the cow.



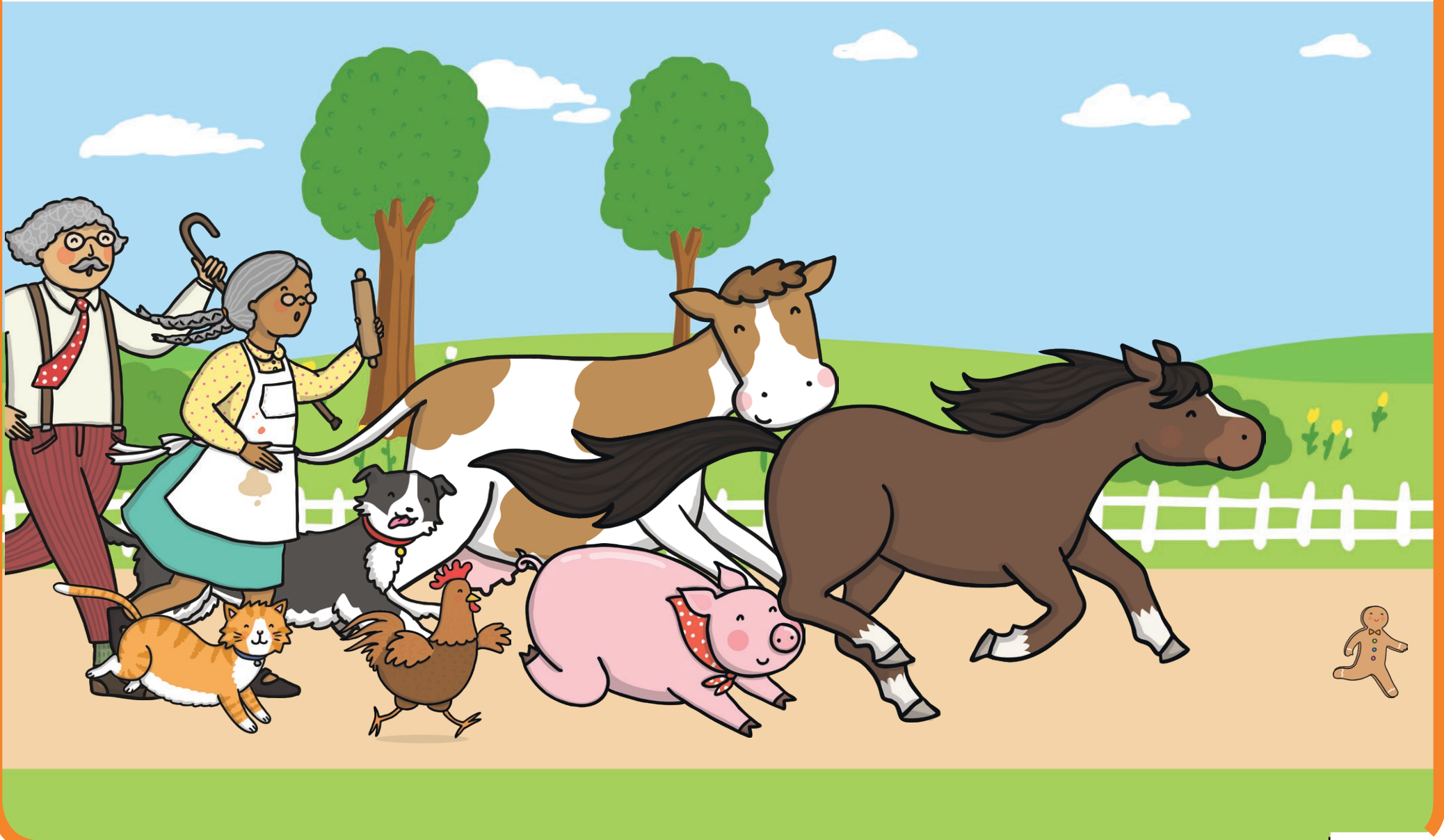
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The gingerbread man ran on, then he came to a horse. "Stop! You look good enough to eat!" said the horse.



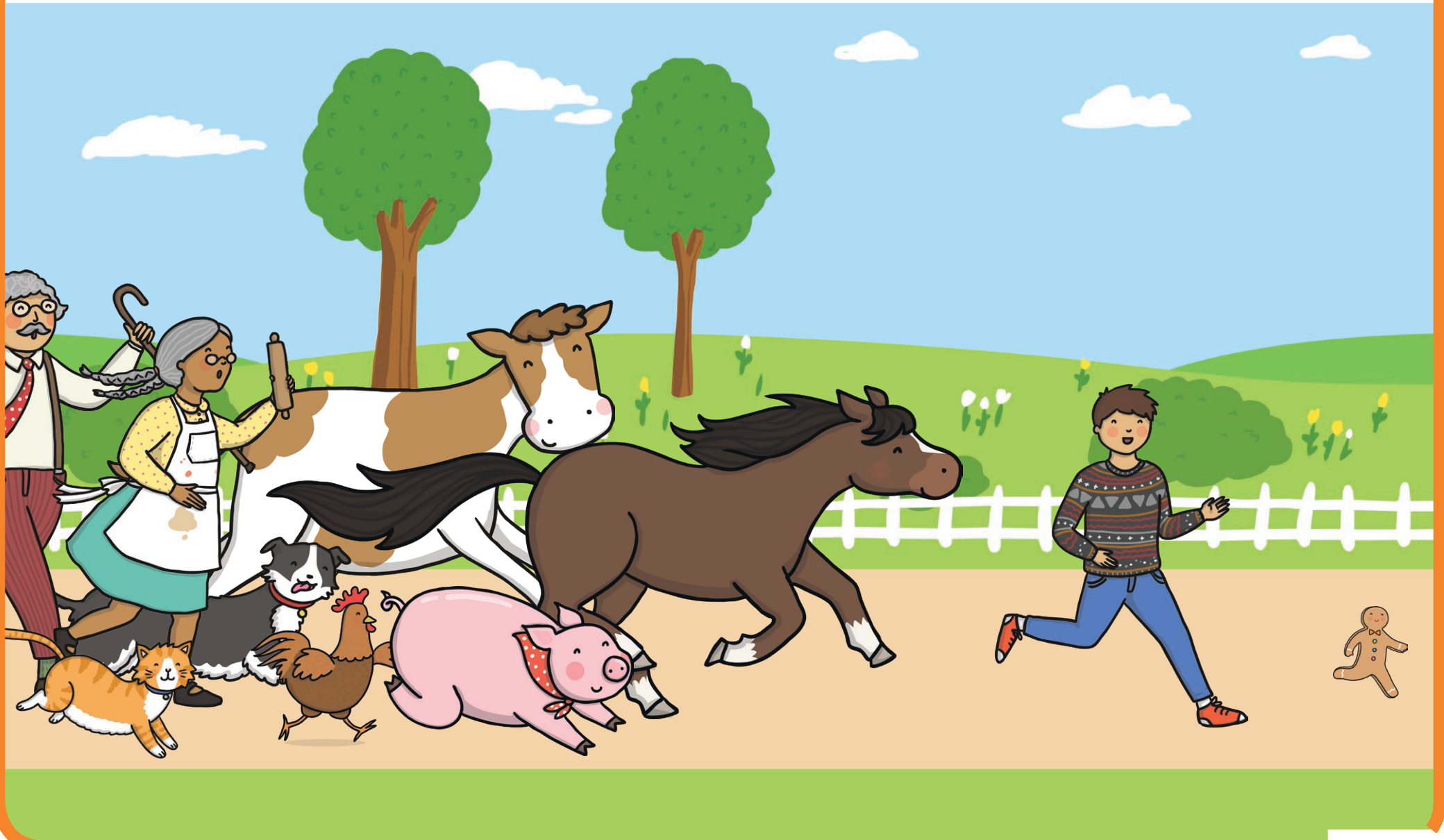
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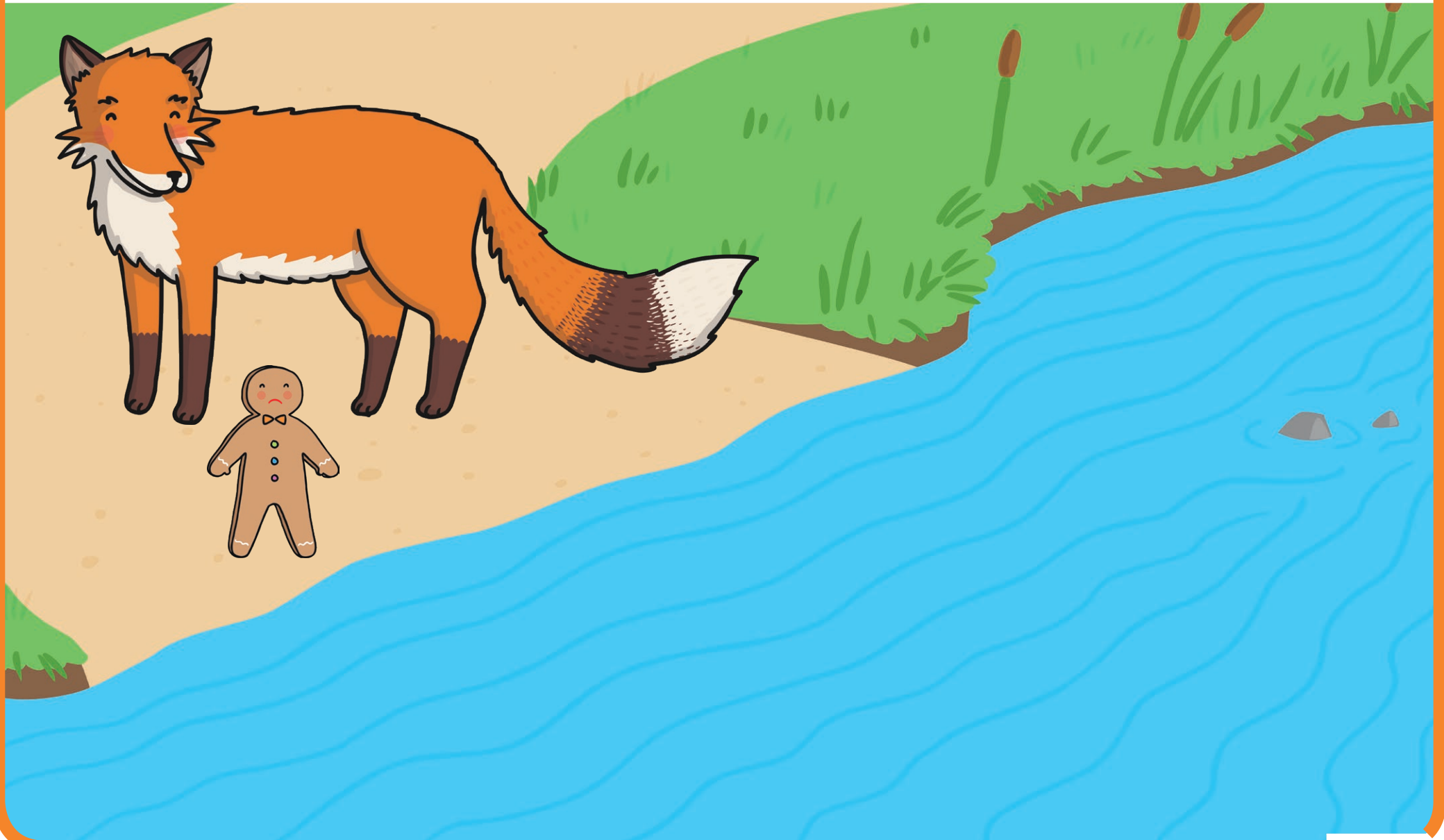
The gingerbread man kept running and came to a girl. “Stop! You look good enough to eat!” said the girl, and she joined in the chase.



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



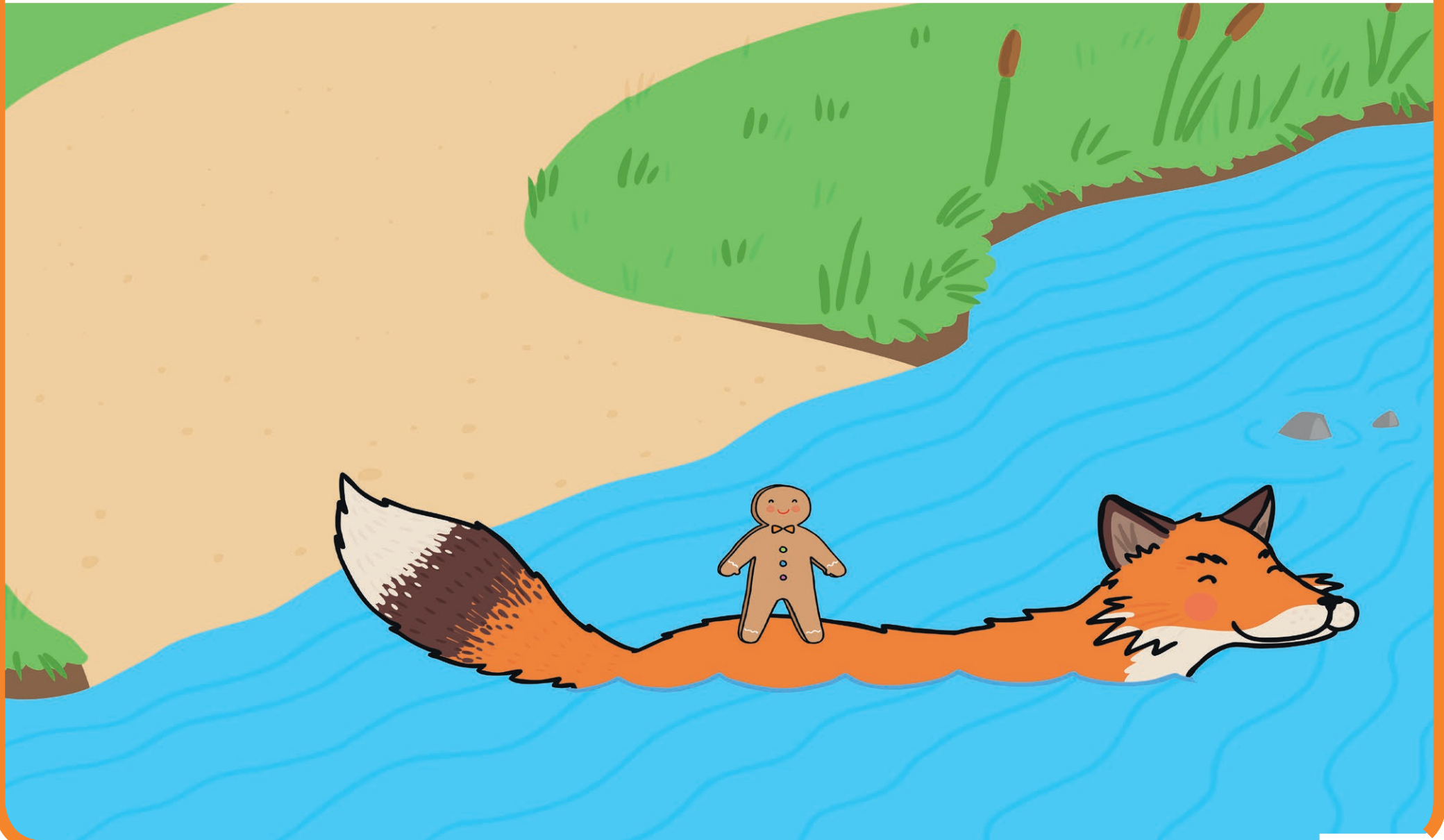
Just then a fox came by. "I can help you cross the river" said the fox.
"Just hop onto my tail and I will swim across."



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” and 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.



gingerbread
man



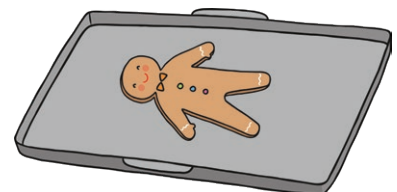
little old
woman



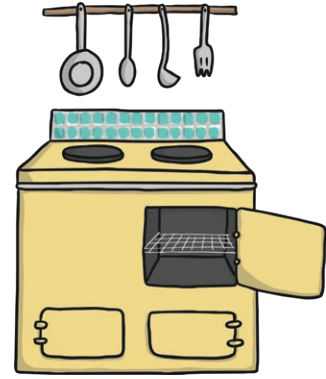
little old
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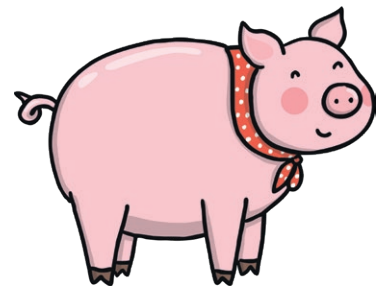
baked



oven



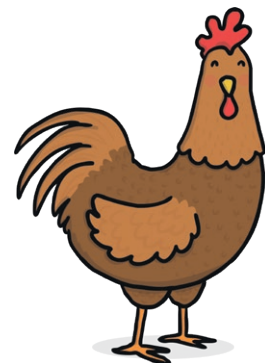
pig



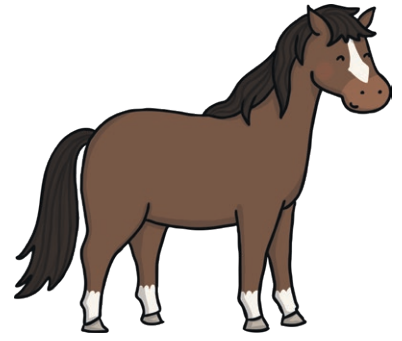
cat



cockerel



horse



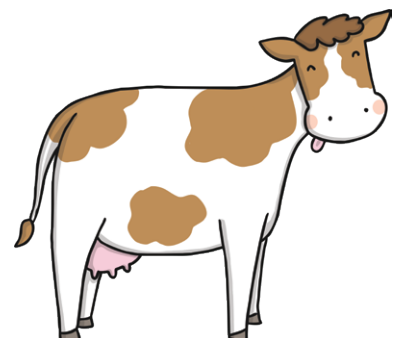
boy



girl



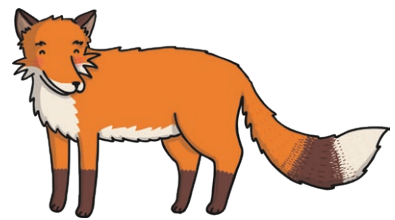
COW



dog



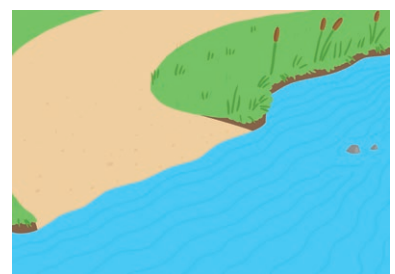
fox



swam



river



The Gingerbread Man



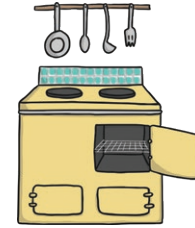
gingerbread man



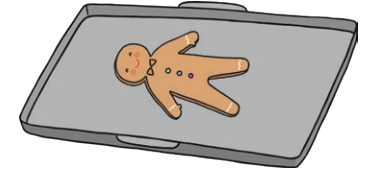
little old woman



little old man



oven



baked



cat



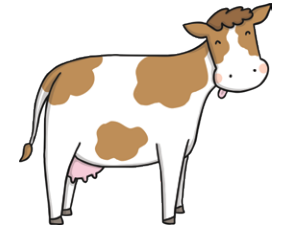
dog



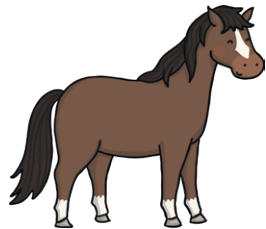
cockerel



pig



cow



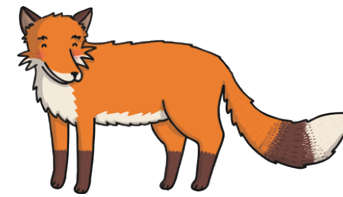
horse



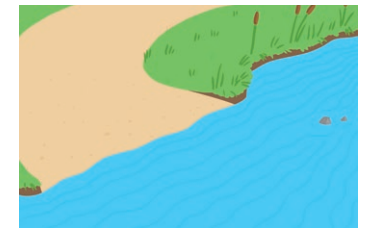
boy



girl



fox



river



swam



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 – Composition

The pupil can say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the...zoo/park/shop/beach’). Pupils should respond using their usual form of communication – this could be speech, sign, using a switch or communication aid.

Task

Activity One – Finish My Sentence

First, look at the **Talk for Writing Picture Scenes** and discuss what is happening in each image, naming the key features together. Next, explain to the pupil that you are going to say a sentence about one of the pictures and you would like them to complete it. Encourage the pupil to choose an image from the **Writing Scenes Picture Prompts**. Start a sentence about that feature in its scene and the pupil should say the final word to complete the sentence. For example, if the pupil selects a picture of the girl with a bucket and spade, the adult would then say, ‘The girl is making a...’. The pupil should then respond with, ‘Sandcastle’.

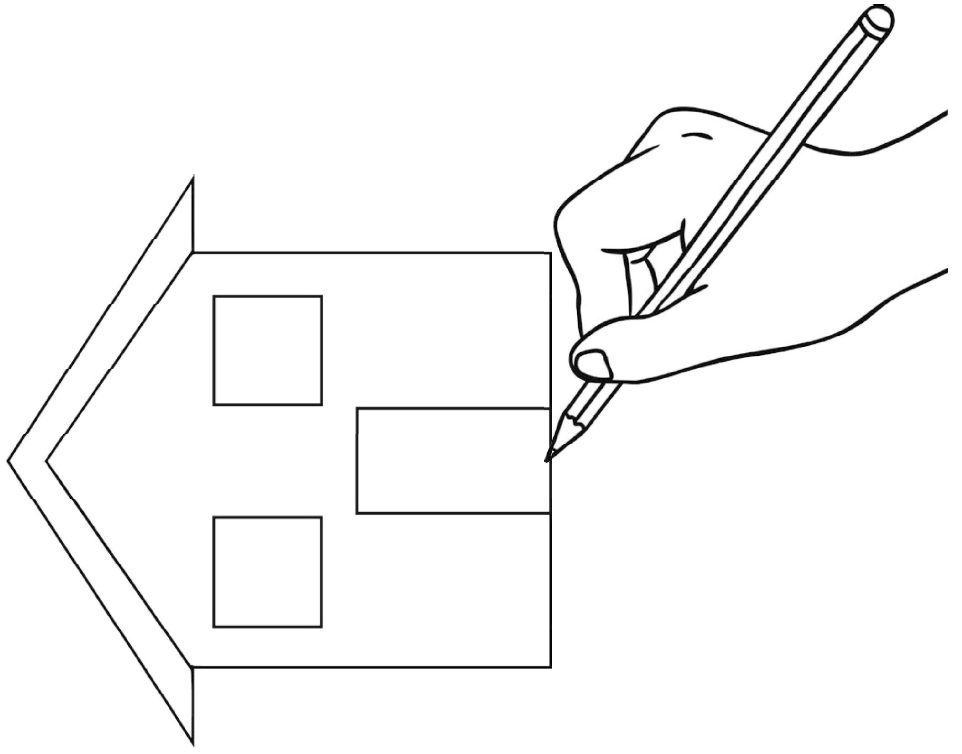
Activity Two – Story Sentences

Use the **Traditional Tales Story Pack** to share and read a range of traditional tales, using the eBooks and other supporting resources. You can role-play key parts of the story and discuss the pictures, characters, settings, key events and activate any new language. On the second read through, stop at key points to see if pupils can say an appropriate word to complete a sentence when you pause. Model and demonstrate with the pupil before they attempt the sentence completion independently. You could also use other repetitive stories or use a familiar story to the pupil; this will help them engage and enjoy the activity even more.

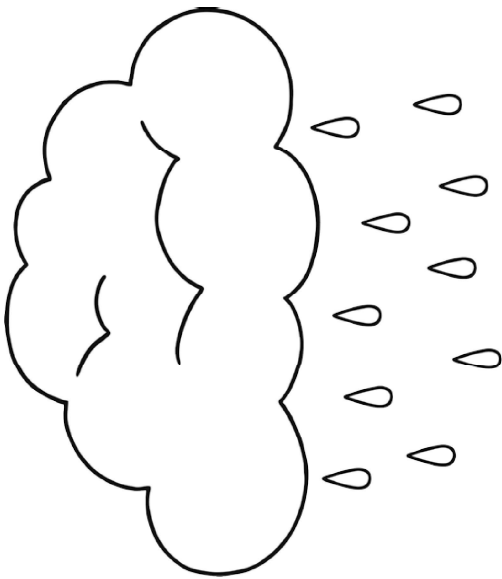
Activity Three – Silly Sentences

Use the **Talk for Writing Picture Scenes** to show pupils a range of picture scenes. Discuss what is happening in the picture scenes and then say a sentence which is incorrect or does not make sense. For example, ‘The boy is reading a sandcastle’ or ‘The dog is writing a letter’. See if pupils can add the correct word to finish the sentence when the adult repeats the sentence and pauses.

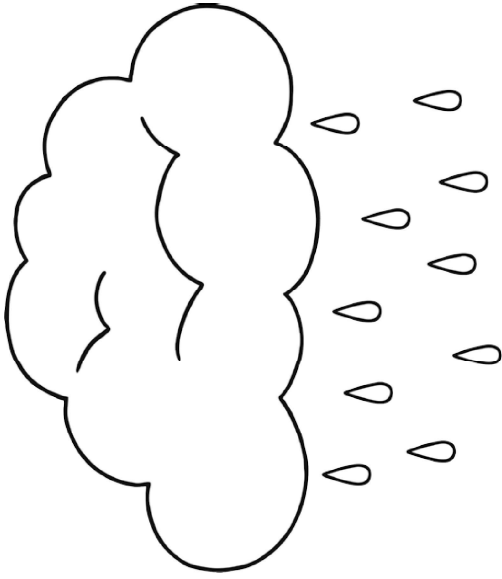
Drawing Straight Lines



Trace the dotted lines from top to bottom.



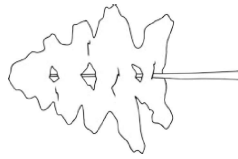
Trace the dotted lines from top to bottom.



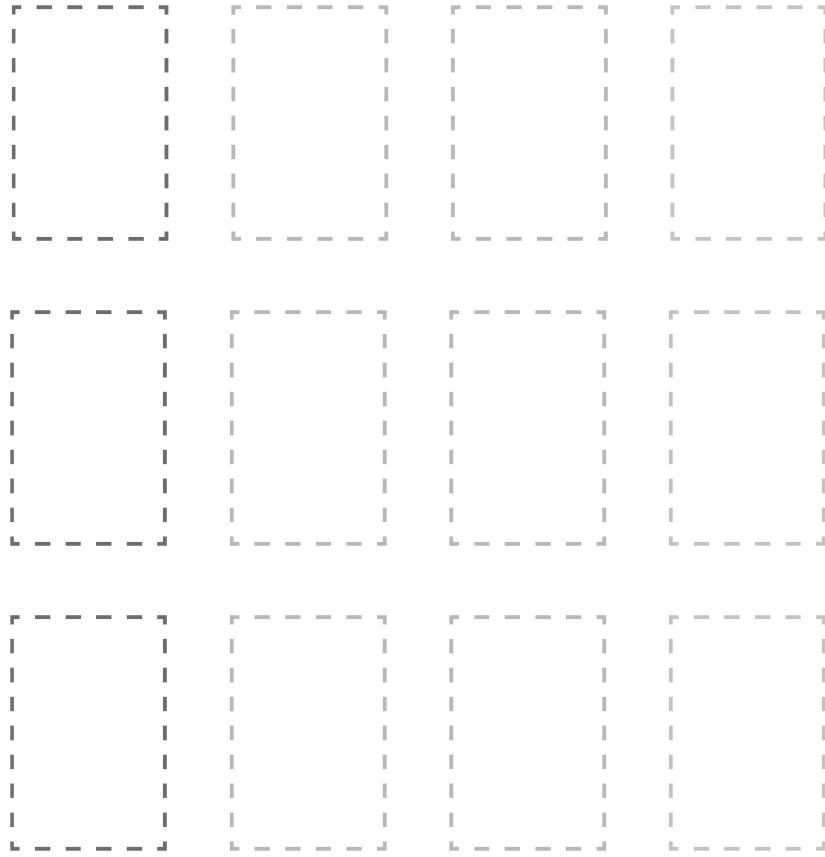
Tracing practice area consisting of ten horizontal dotted lines. Each line starts with a solid dot on the left and ends with a dashed line on the right. Below the first dotted line is a solid horizontal arrow pointing to the right.



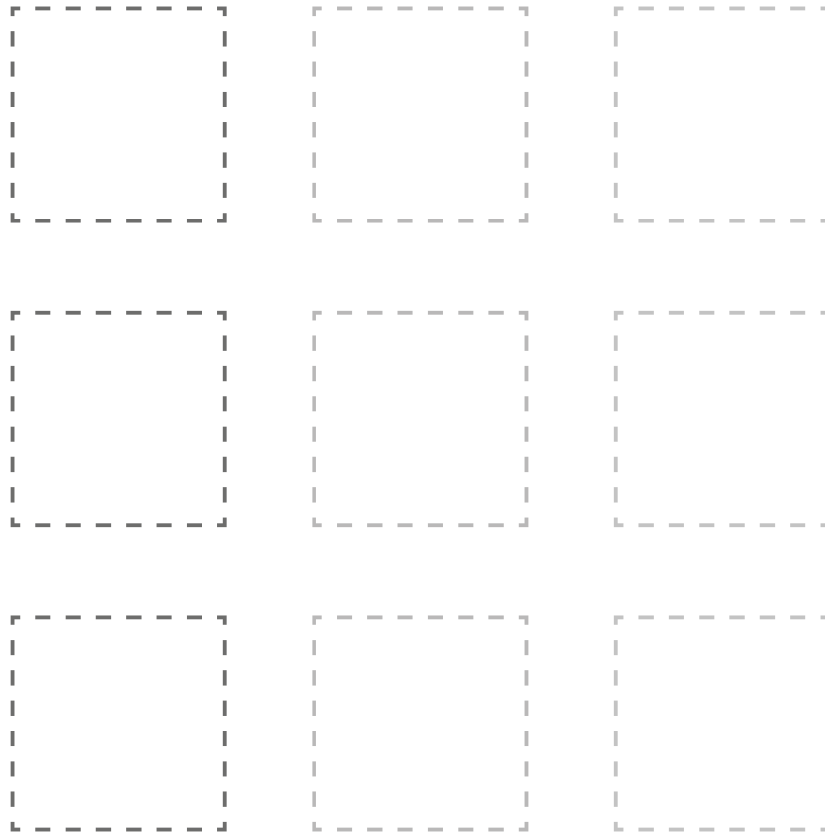
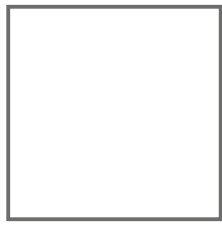
Trace the lines to help the animals get home.



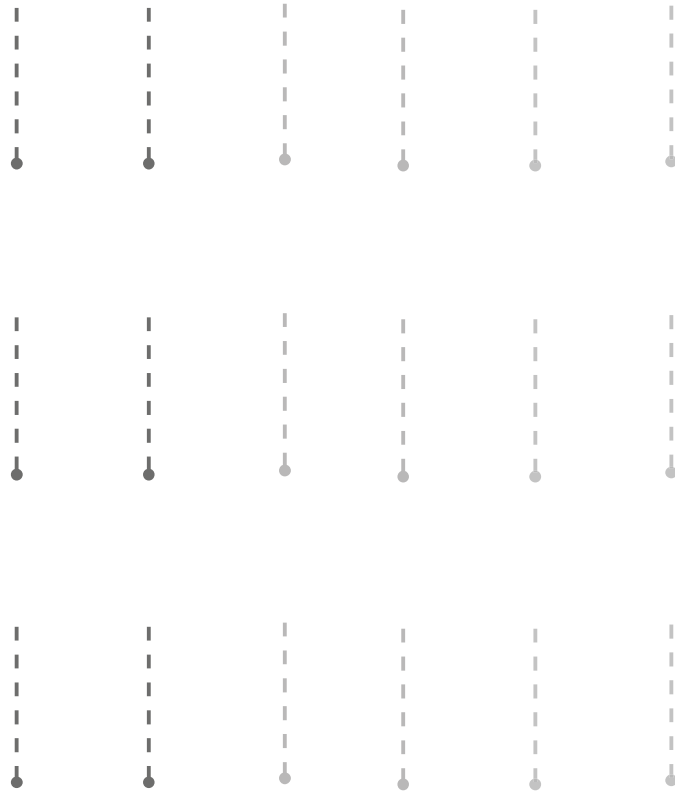
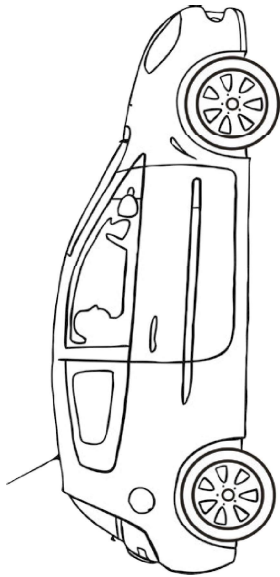
Trace the rectangle.



Trace the square.

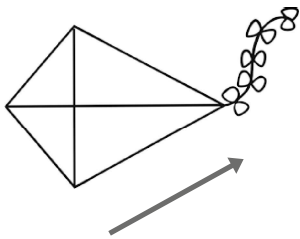


Trace the dotted lines from left to right.

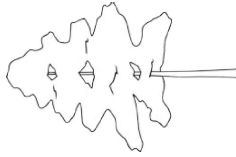
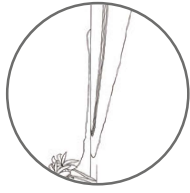




Trace the lines from top to bottom.



Trace the lines to help the animals get home.

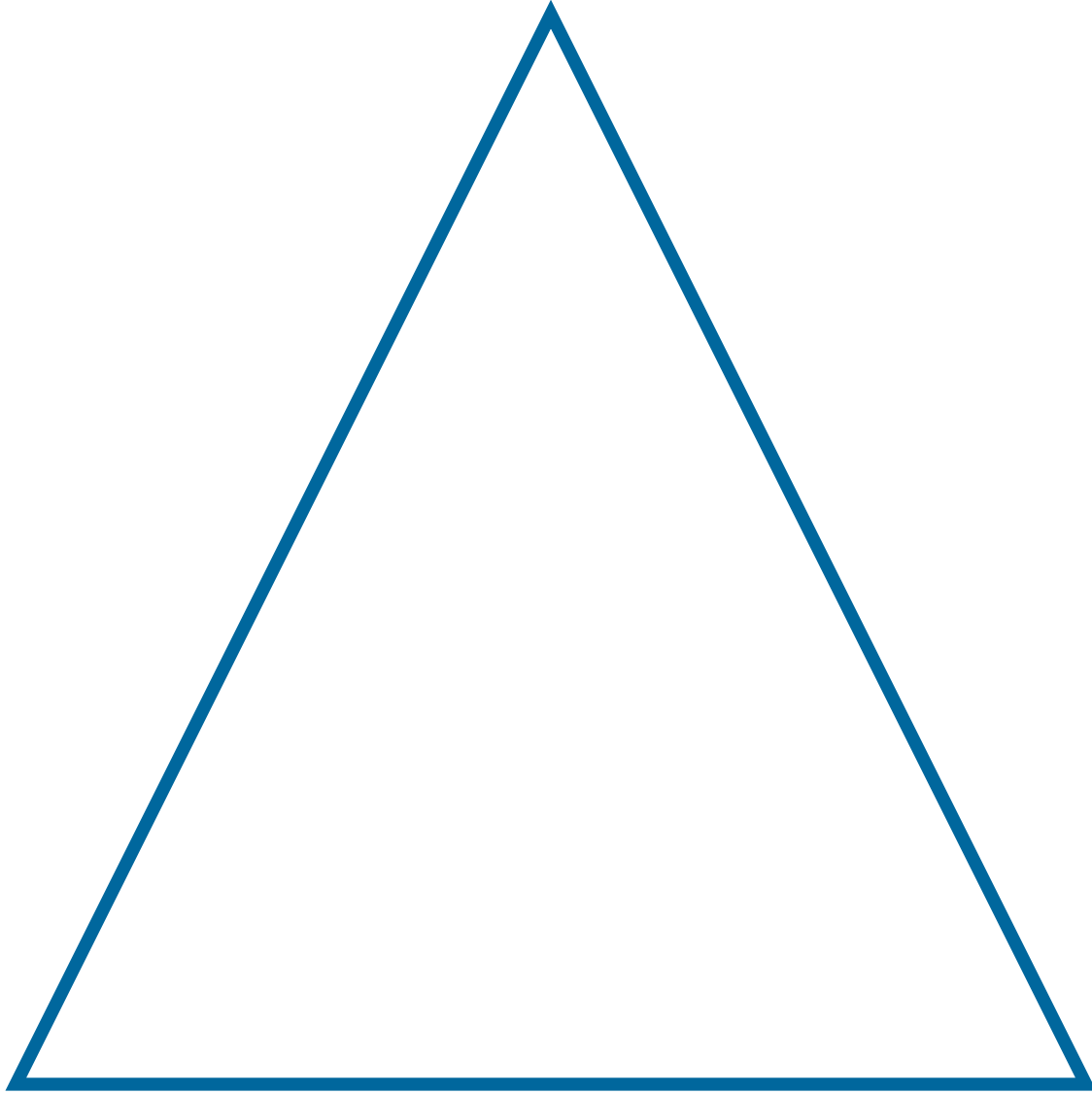


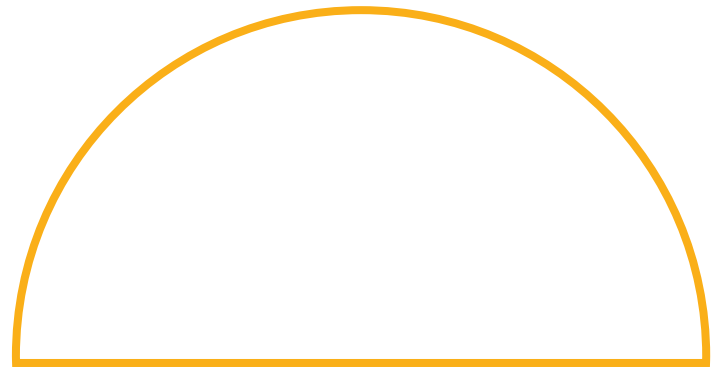
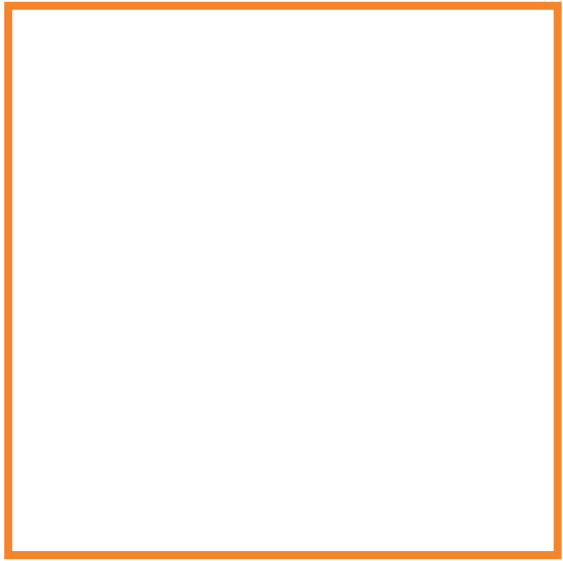


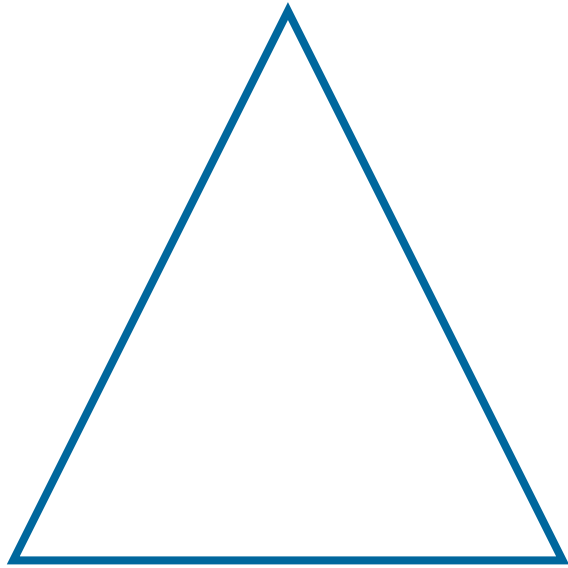






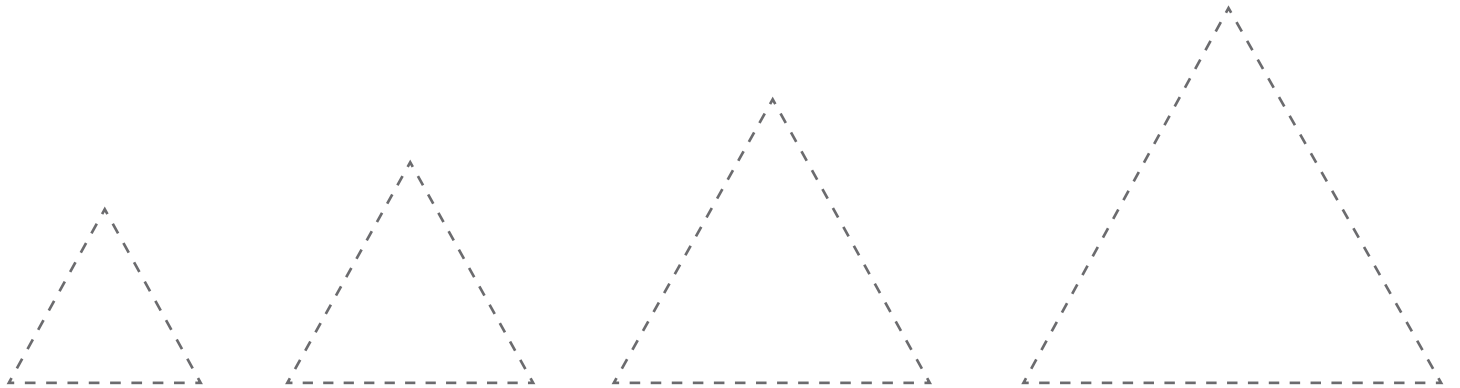
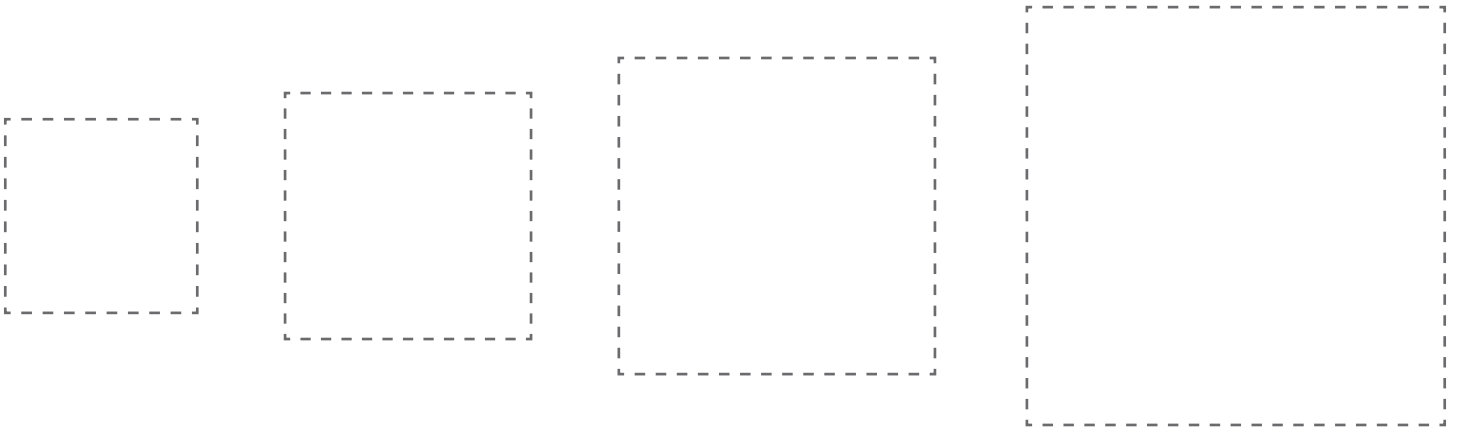
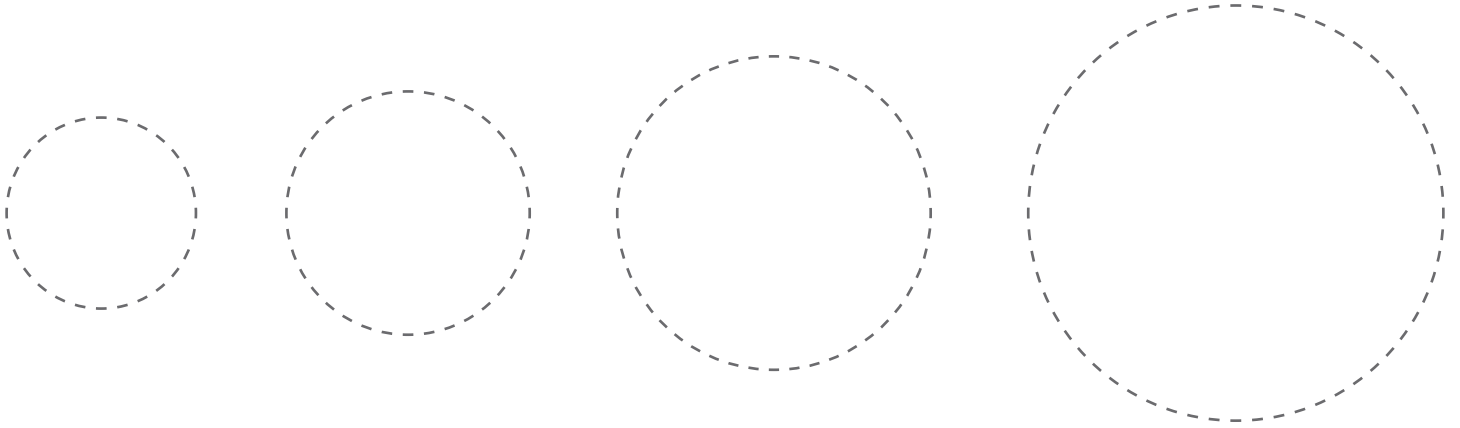




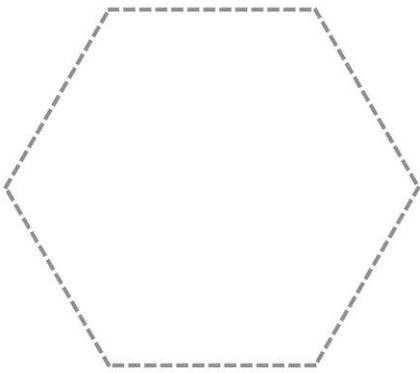
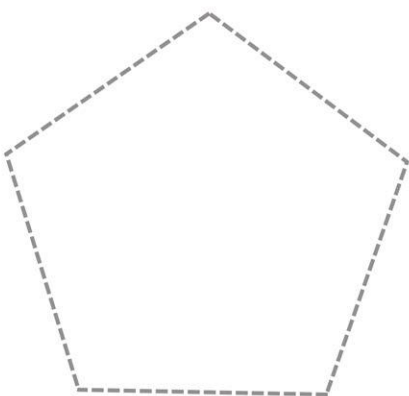
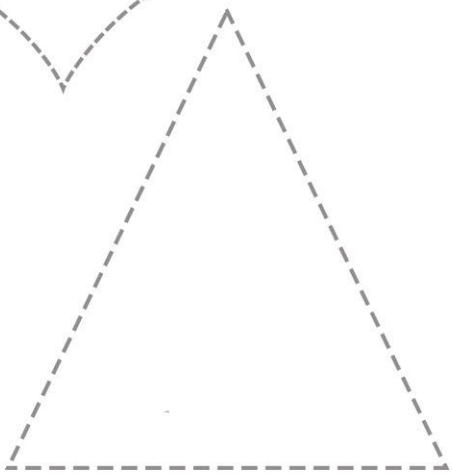
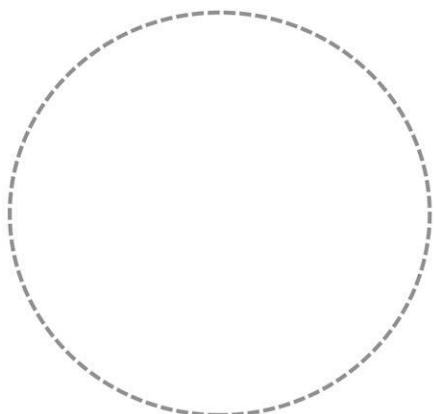
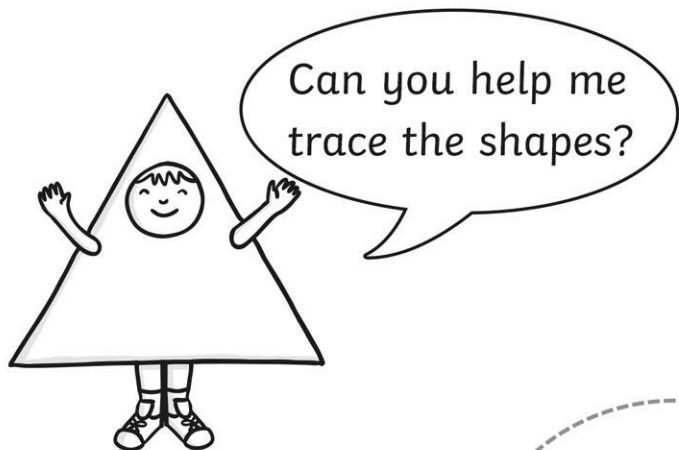


Tracing the Shapes

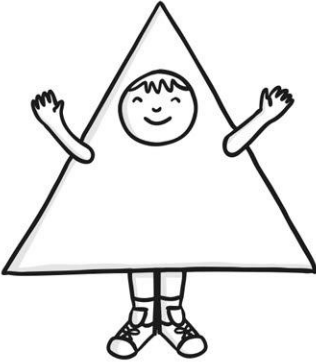
Practice tracing the shapes and colour them all in.



Tracing the Shapes



Draw Your Own Shapes





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 – Transcription

The pupil can draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).

Task

Activity One – Lots of Lines

Begin with gross motor activities to develop drawing lines. This can include walking in a straight line forwards and backwards, moving arms up and down like a robot or throwing a ball or bean bag in a straight line.

Progress to drawing lines with a range of media for pupils to record with, including chalk, crayons or pencils. Alternatively, they can draw with twigs in mud or with their fingers in shaving foam, sand or a range of other sensory materials. Model and overwrite to begin with, before encouraging pupils to draw lines independently.

Use the **Drawing Straight Lines Pack** for pupils to practise drawing straight lines.

Activity Two – Super Shapes

Begin with a range of media for pupils to practise drawing simple 2D shapes with; they can do this by overwriting and tracing. You can use the **Drawing Shape Cards** to support. The shape cards could be enlarged and used in sand trays, with cornflour, shaving foam and a range of other sensory materials to trace over.

Progress to using the **Shape Tracing Worksheet** and encourage pupils to draw their own shapes once they are done tracing the shapes given.