



Standard 2 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

Say a single sound for 10+ graphemes.

- Adult Teaching Suggestions
- Phase 2 Sound Picture Cards
- Roll a Sound Activity Mat Phase 2 s, a, t, p, i, n
- Roll a Sound Phase 2 m d g o c k Activity Mat
- Feed the Penguin Game

Strand B

Read words by blending sounds with known graphemes, with help from their teacher.

- Adult Teaching Suggestions
- Flashcards s, a, t, p, i, n, m, d, g, o, c, k
- I Can Read Worksheets

Strand C

Demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'

- Adult Teaching Suggestions
- What is Teddy Doing? PowerPoint
- What Doing Lotto Bingo Verb
- Where Do You See...? Scene
- Who, Doing What, Whose, What - Colourful Semantics Description Cards
- Colourful Semantics Visual Cue Cards

Strand D

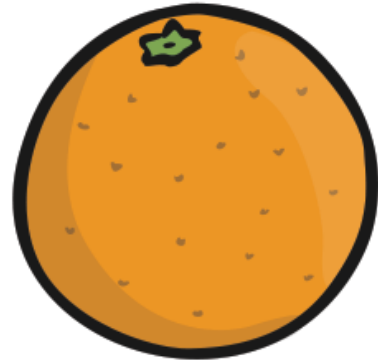
Join in with predictable phrases or refrains.

- Adult Teaching Suggestions
- Head, Shoulders, Knees and Toes PowerPoint
- The Three Little Pigs Story PowerPoint
- Head, Shoulders, Knees and Toes Posters as a visual cue.
- The Three Little Pigs Sensory Story

g



o



c



k



s



a



t



p



i



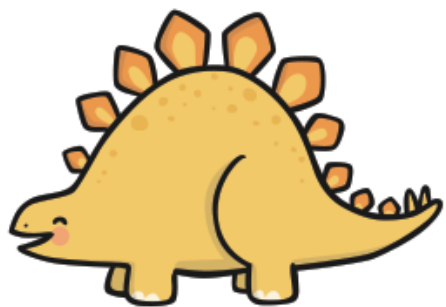
nn



m



d



My Phase 2 Sound Mat

s



a



t



p



i



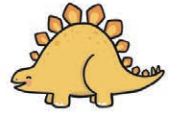
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m



d



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c

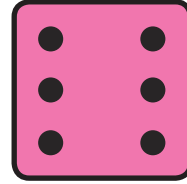
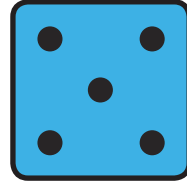
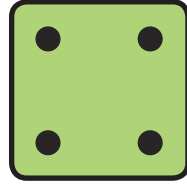
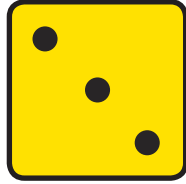
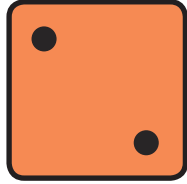
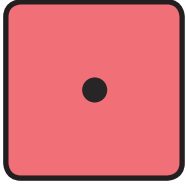


k



Roll a Sound

s a t p i n



s	a	t	i
p	n	s	a
t	i	p	n
s	a	t	i



Roll a Sound

m

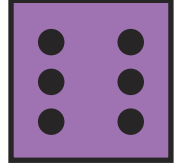
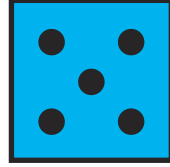
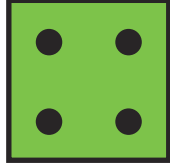
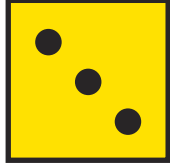
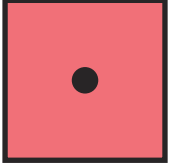
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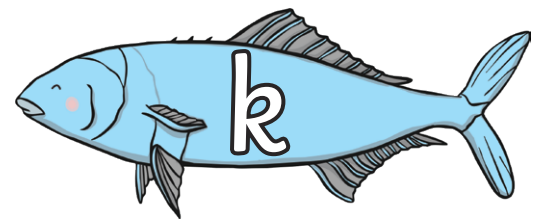
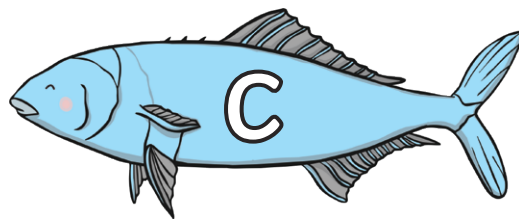
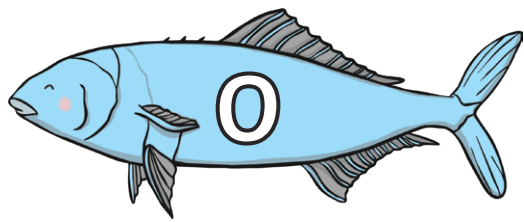
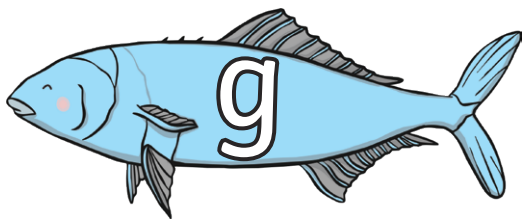
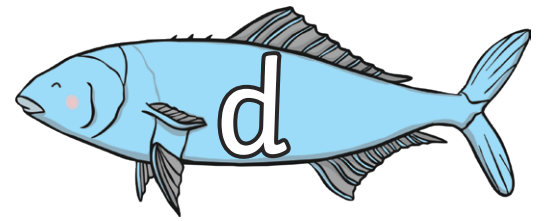
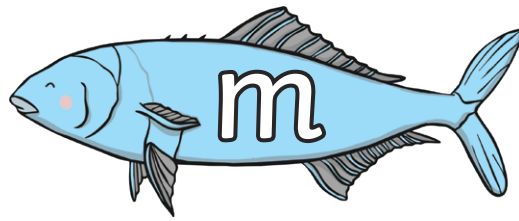
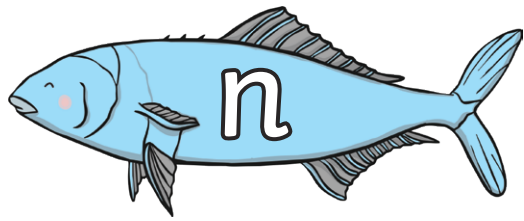
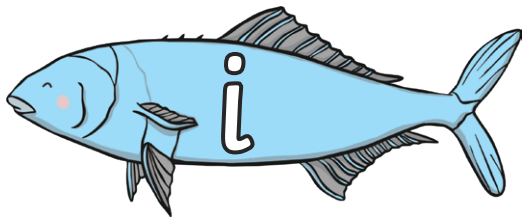
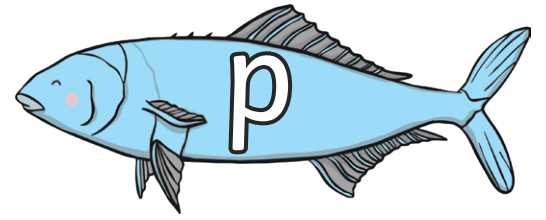
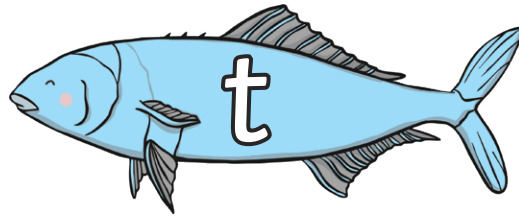
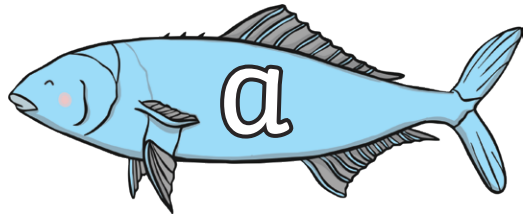
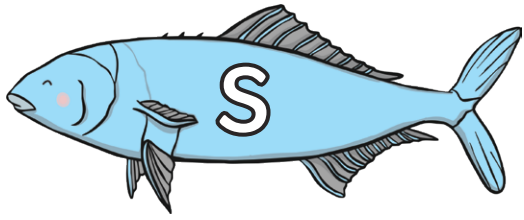
m

o

c



Cut Out





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

The pupil can say a single sound for 10+ graphemes.

Task

Activity One - Hide and Seek

To support teaching the first 10+ graphemes, use the Phase 2 Sound Picture Cards. Once you have taught the graphemes and pupils are familiar with them, hide the cards around your setting. Pupils can go on a sound hunt to find them. When they have found a card, they can bring it to you or a partner and say the sound that they have found.

Activity Two - Roll a Dice

Use the [Roll a Sound Activity Mat Phase 2 s, a, t, p, i, n](#) and the [Roll a Sound Phase 2 m d g o c k Activity Mat](#) to ensure children are able to say a single sound for at least 10 graphemes. Pupils roll a dice and say the sound that matches the number, finding that grapheme on the line of the activity mat.

Activity Three - Feed the Penguin

Encourage pupils to say a single sound for graphemes on command by playing a simple posting game. Use the [Feed the Penguin](#) game for pupils to say the sounds as they post them through the penguin's mouth.



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 – Word Reading

The pupil can read words by blending sounds together with known graphemes, with help from their teacher.

Task

Magnetic Letters

Select a range of magnetic letters and make different words on a magnetic board. Place the letters close together to reinforce the idea of blending. Encourage children to blend the sounds together to read each of the different words

Flashcards

Use the **Flashcards s, a, t, p, i, n, m, d, g, o, c, k** to make different words, placing the cards close to one another to reinforce the idea of blending. Encourage children to blend the sounds together to read the different words.

I Can Read!

Choose some of the **I Can Read worksheets** and cut out the corresponding pictures. Encourage children to blend the sounds together to read each of the different words. Children can then match the corresponding pictures and words, sticking the picture in the correct place.

s

a

t

p

i

n

m

d



g

o

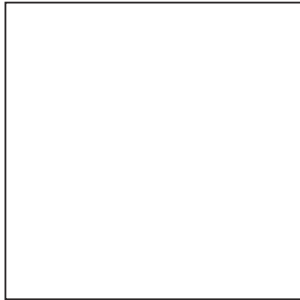
c

k

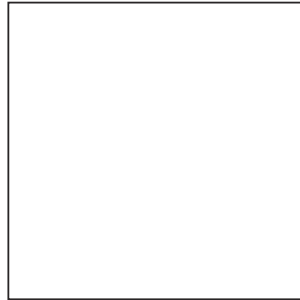


I Can Read! Phase 2 Set 1

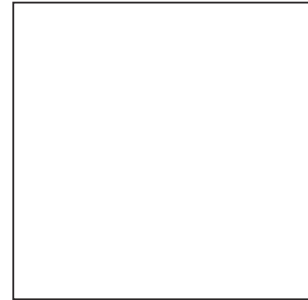
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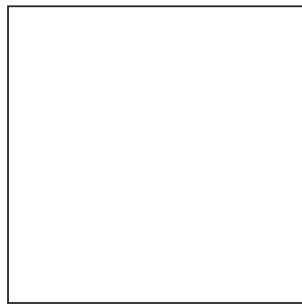
sat



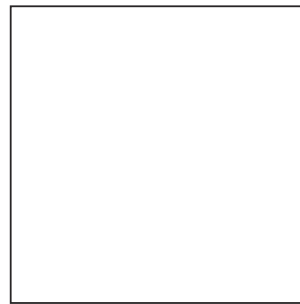
pat



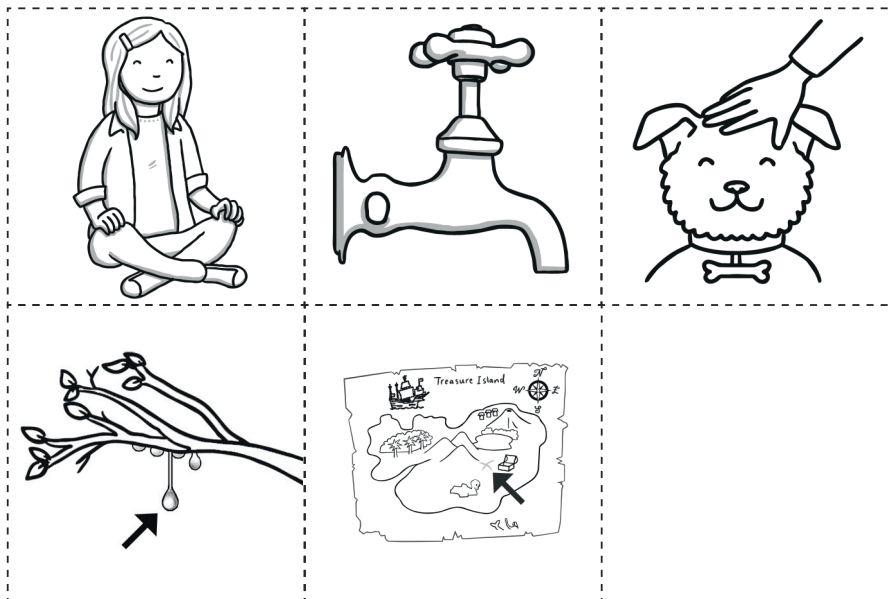
tap



sap

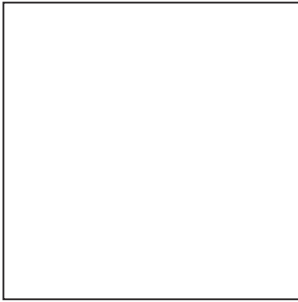


Read the words and match the picture to the word.

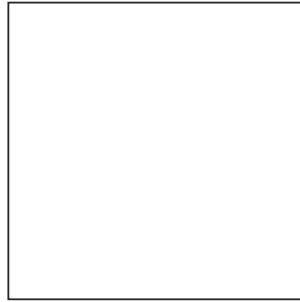


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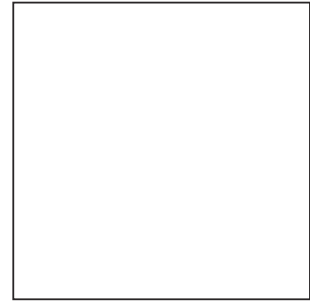
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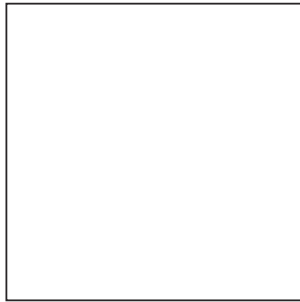
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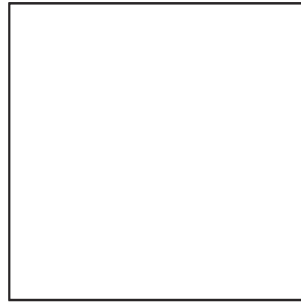
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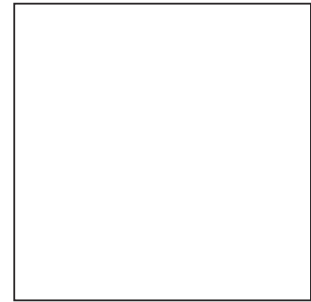
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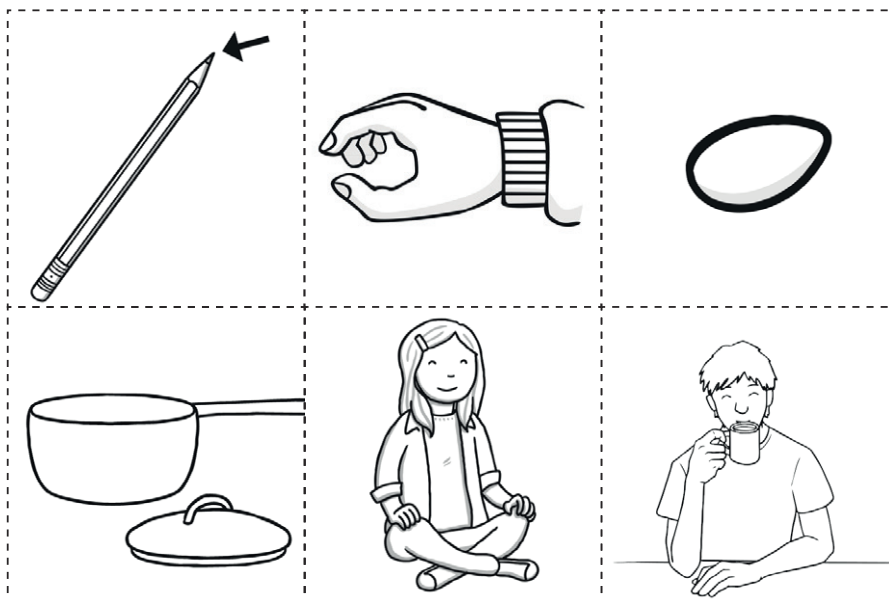
pip



sip

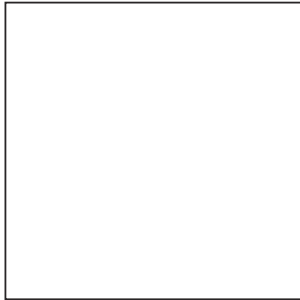


Read the words and match the picture to the word.

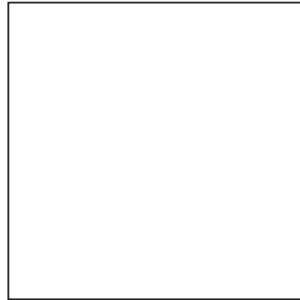


I Can Read! Phase 2 Set 2

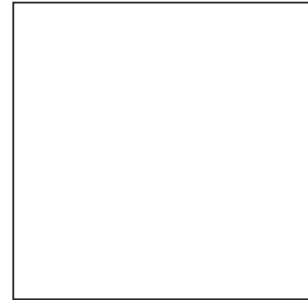
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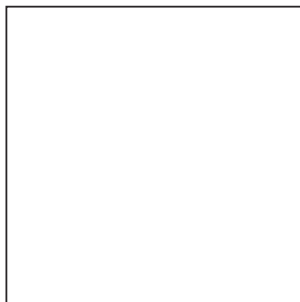
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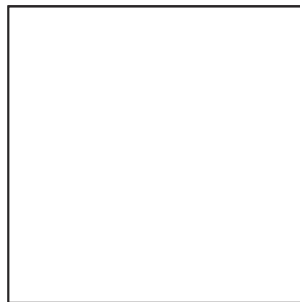
tin



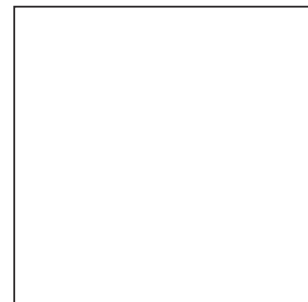
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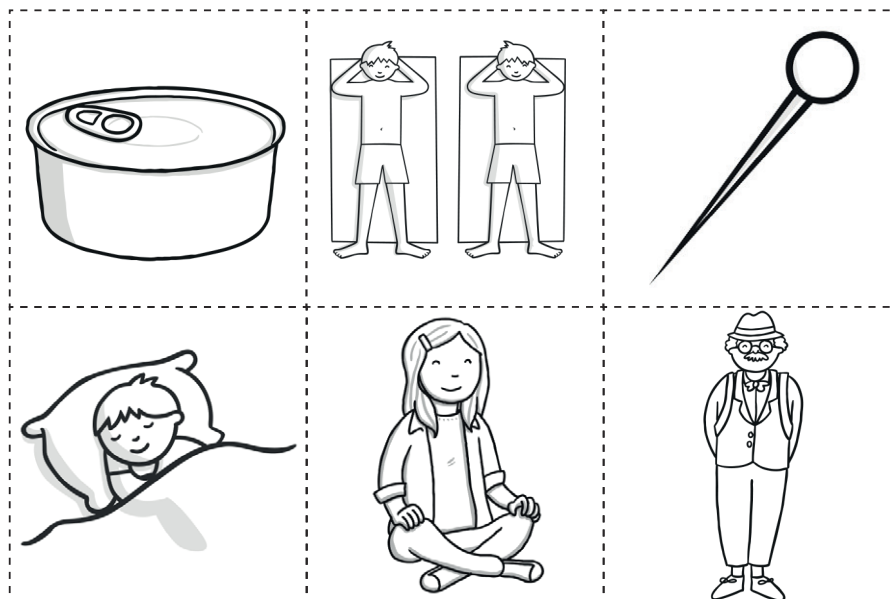
nap



man

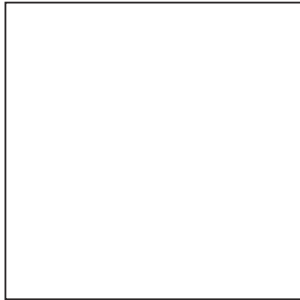


Read the words and match the picture to the word.

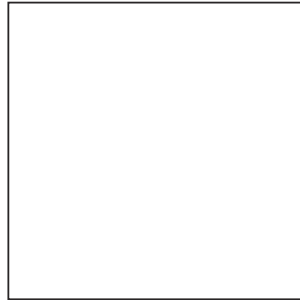


I Can Read! Phase 2 Set 2

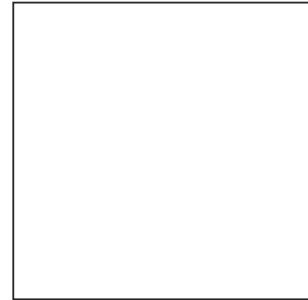
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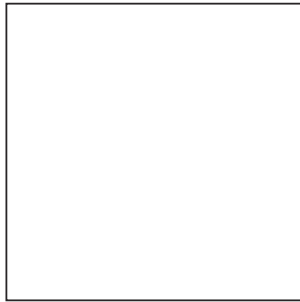
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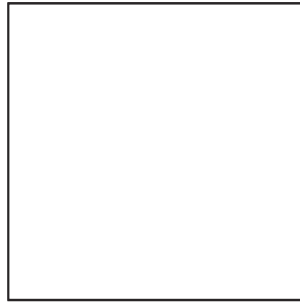
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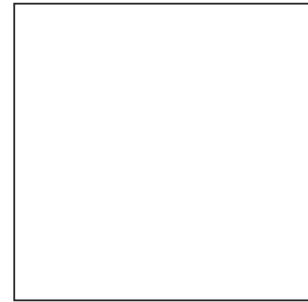
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dip



sad

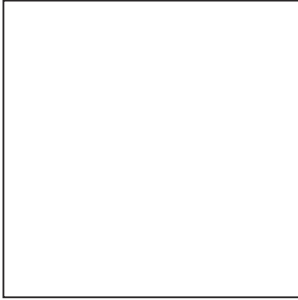


Read the words and match the picture to the word.

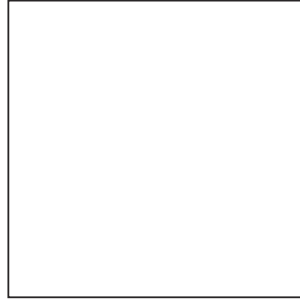
		
		

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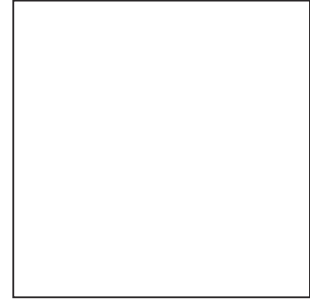
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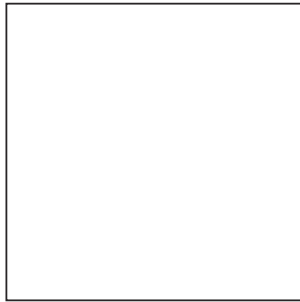
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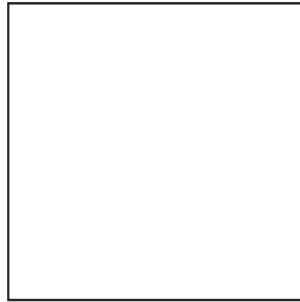
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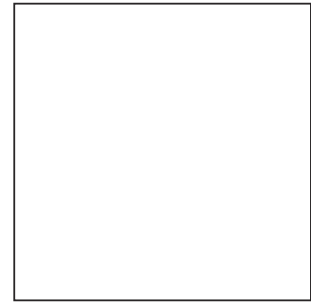
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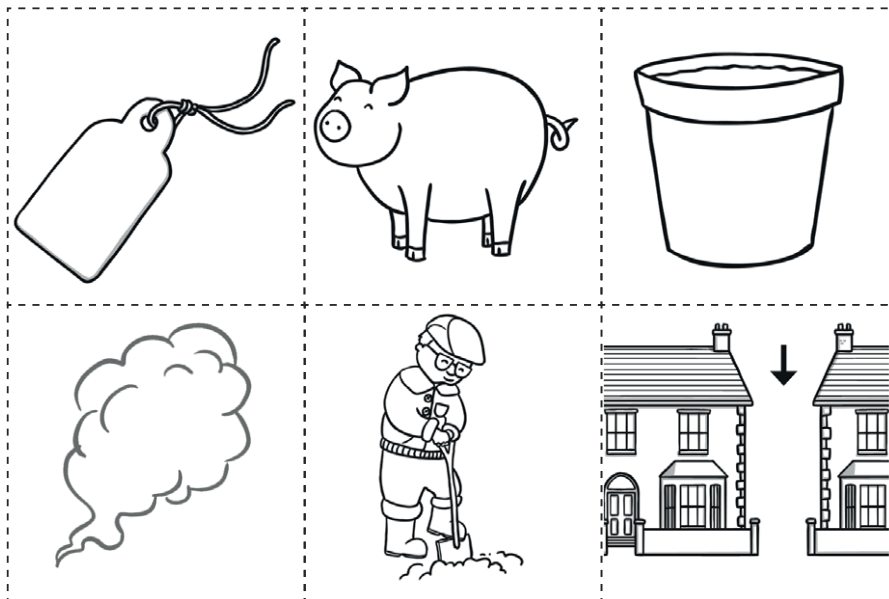
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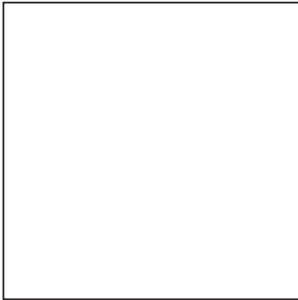


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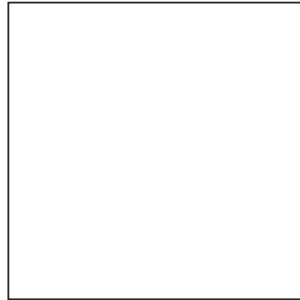


I Can Read! Phase 2 Set 3

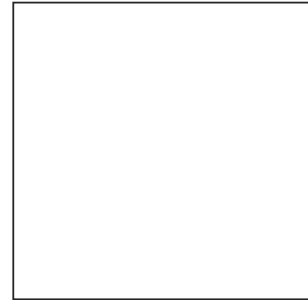
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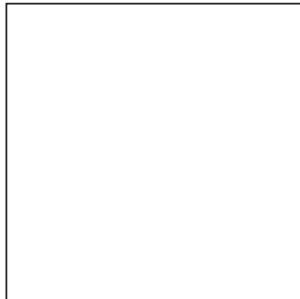
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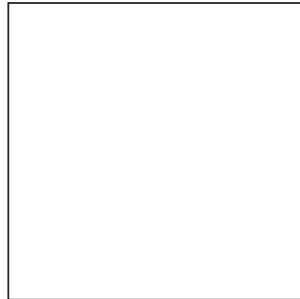
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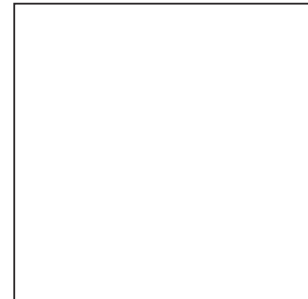
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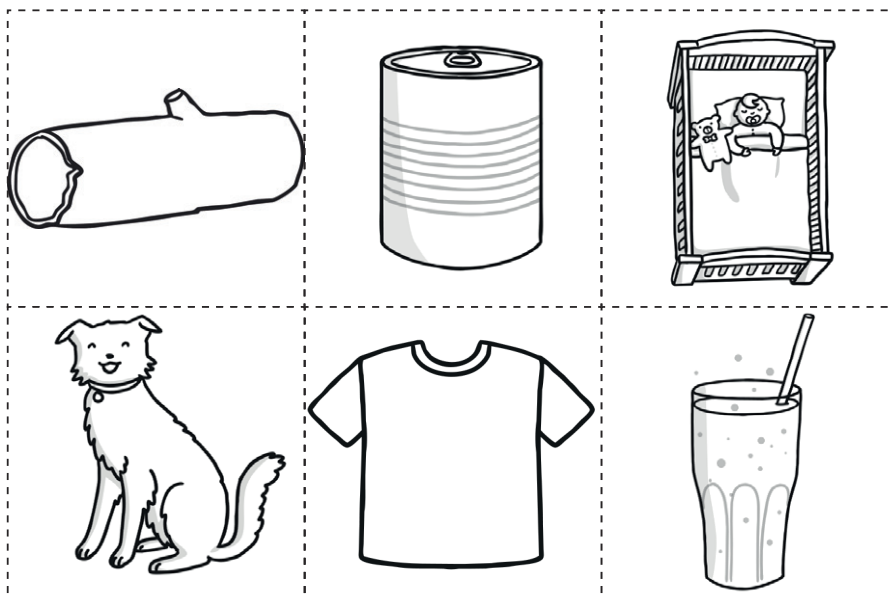
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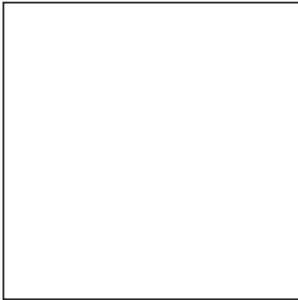


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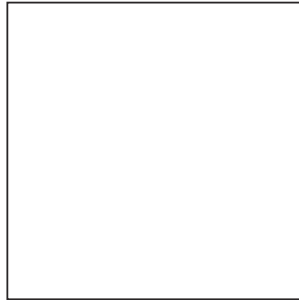


I Can Read! Phase 2 Set 3

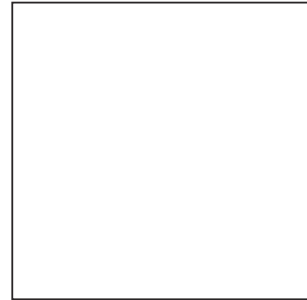
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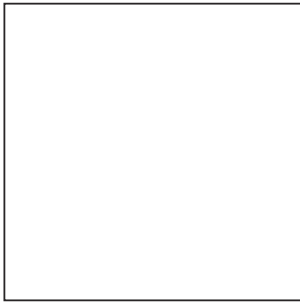
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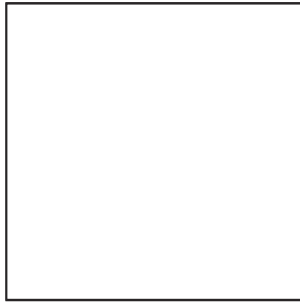
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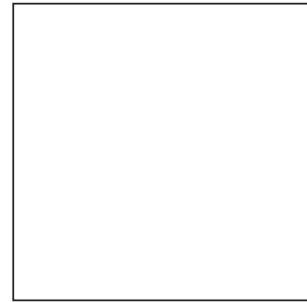
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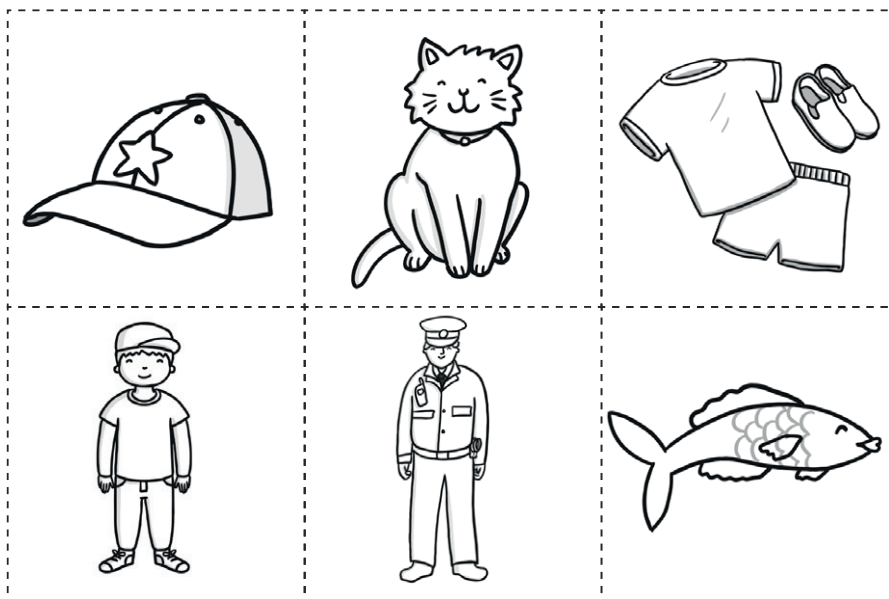
cod



kit



Read the words and match the picture to the word.



What Is Teddy Doing?





What is teddy doing?



Teddy is walking.



What is teddy doing?



Teddy is running.



What is teddy doing?



Teddy is eating.



What is teddy doing?



Teddy is drinking.



What is teddy doing?



Teddy is writing.



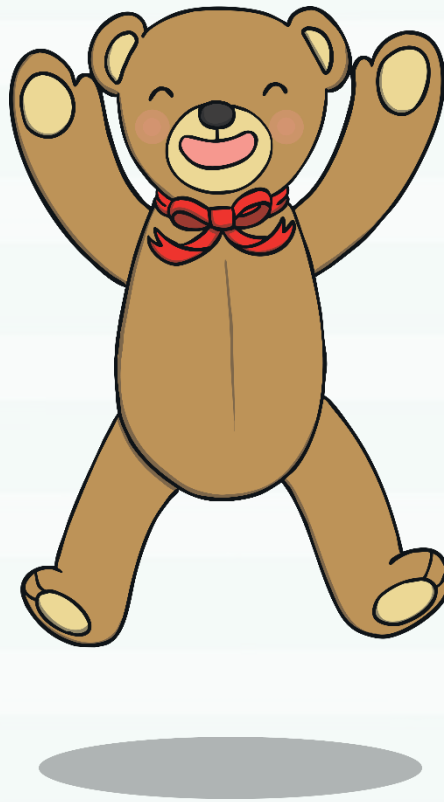
What is teddy doing?



Teddy is reading.



What is teddy doing?



Teddy is jumping.



What is teddy doing?



Teddy is swimming.



What is teddy doing?



Teddy is laughing.



What is teddy doing?



Teddy is crying.



What is teddy doing?



Teddy is playing.



What is teddy doing?



Teddy is cycling.



**The boy
is jump.**

**The man
is sing.**

**The bird
is crying**

**The elephant
is walking.**

**The children
are reading.**

**The girl is
watching
television.**

**The girl is
watcing
television.**

**The boy
is jumping.**

**The man
is singing.**

**The bird
is crying.**

**The elephant
is walking.**

**The children
are reading.**

**The children
are reading.**

**The girl is
watching
televsion.**

**The boy
is jumping.**

**The man
is singing**

**The bird
is crying.**

**The elephant
is walking.**

**The elephant
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**The girl is
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**The man
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**The bird
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**The man
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**The bird
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**The elephnat
is walking.**

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is reading.**

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watching
television.**

**The boy is
jumping.**

What? Lotto Game.

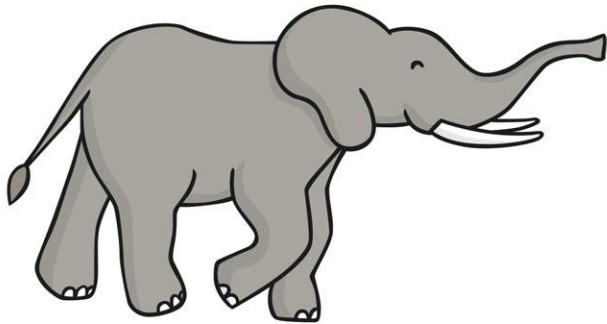
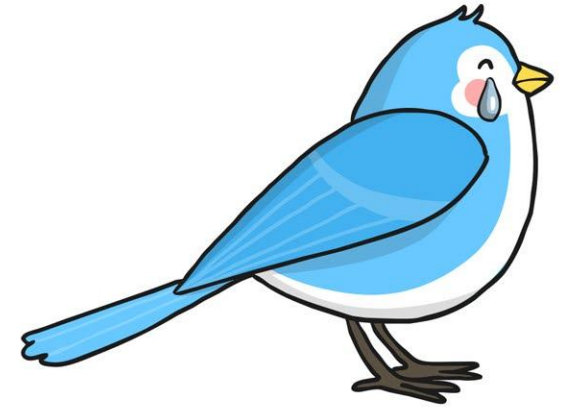
Instructions.

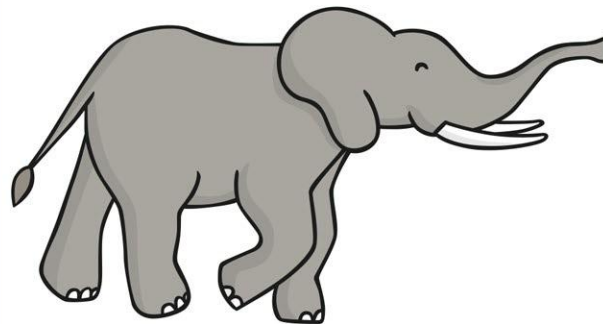
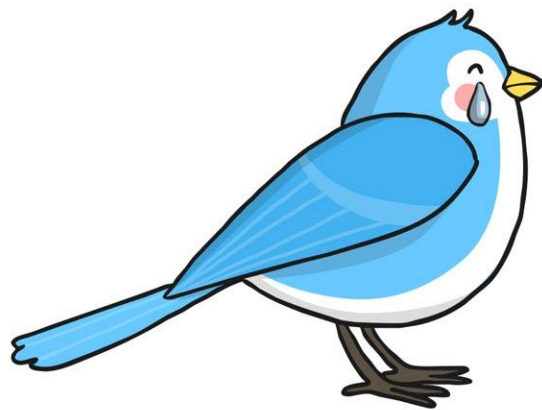
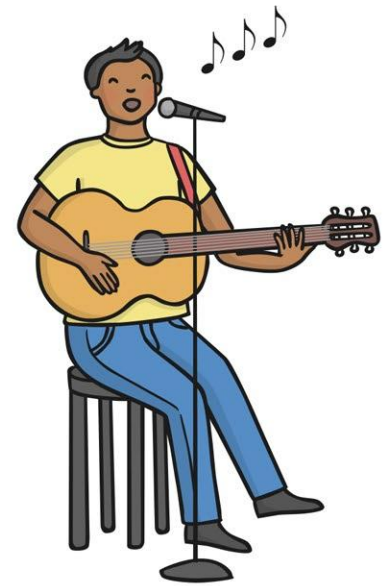
1. Listen to the questions.
2. Look at the pictures.
3. Cover the correct answer with the matching question or answer card.
4. Say the correct sentence to describe the picture.

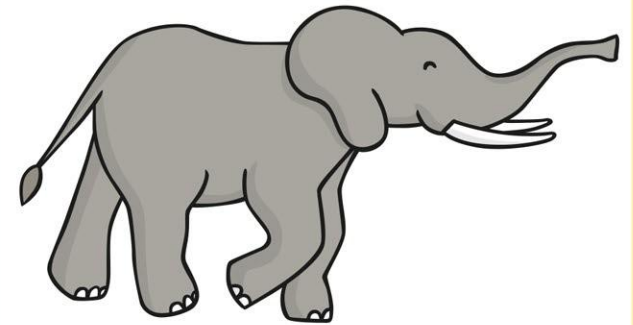
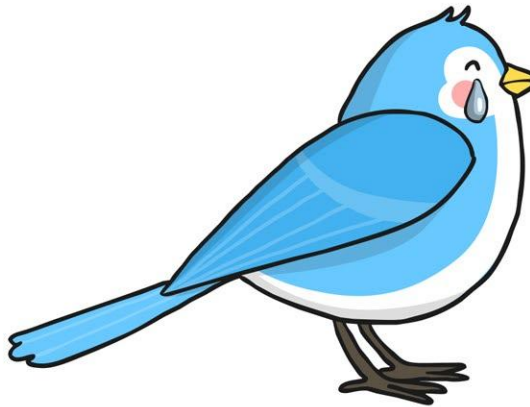
Sentence.

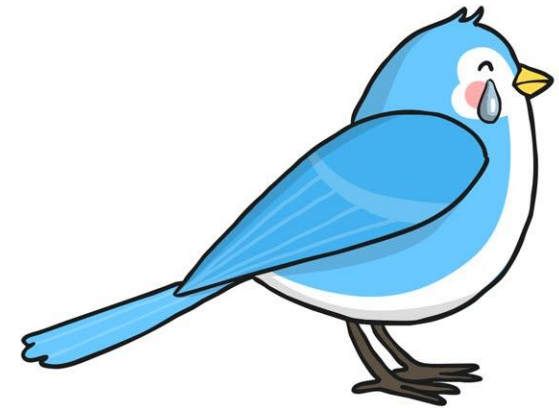
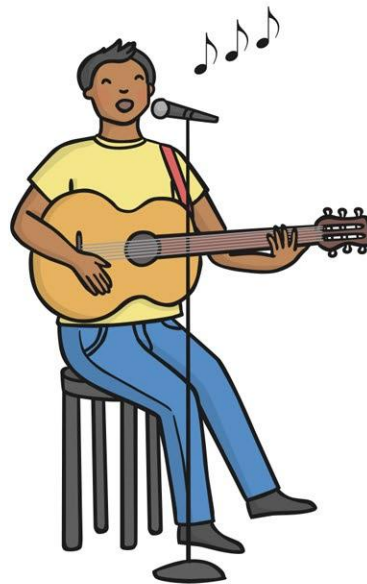
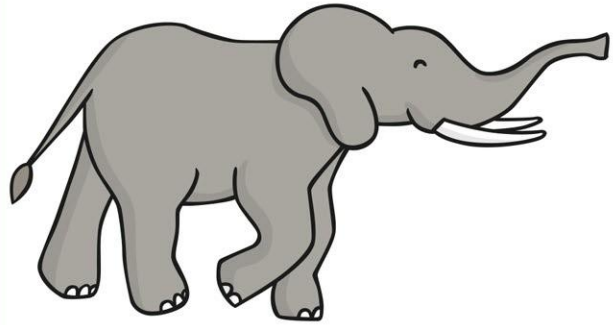
- The bird is crying.
- The boy is jumping.
- The elephant is walking.
- The girl is watching television.
- The man is singing.
- The children are reading.

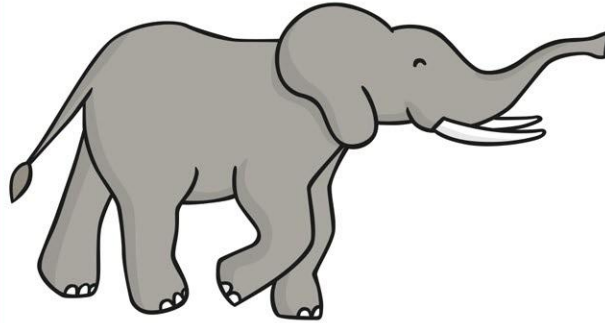
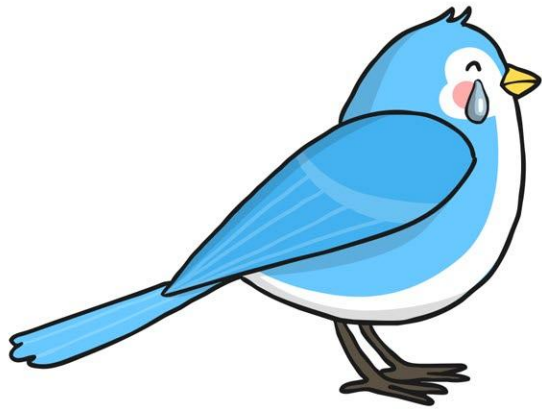


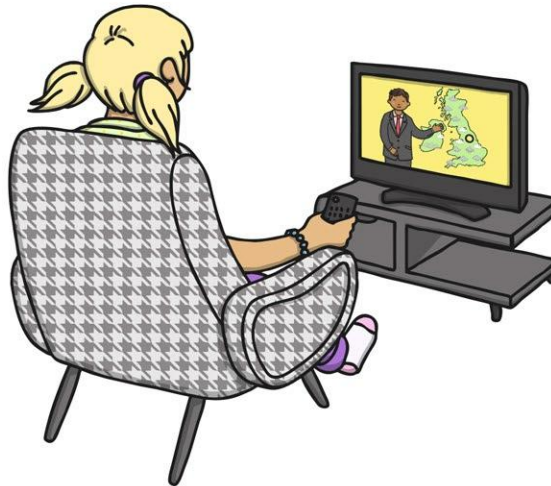
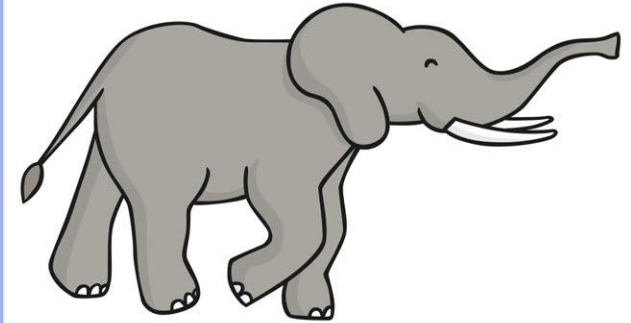
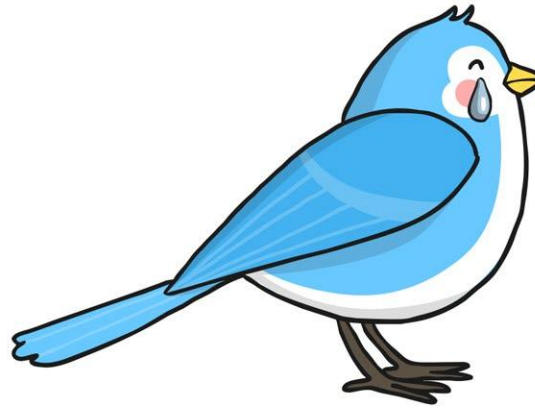
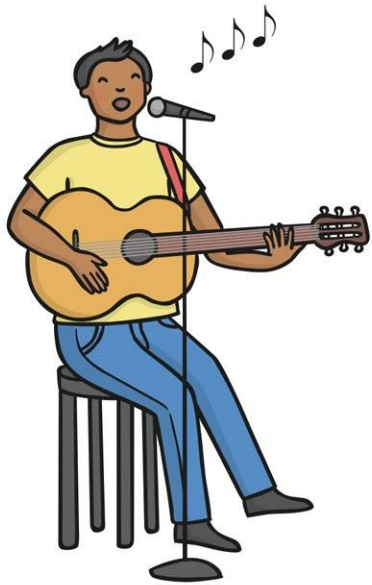












What are the children doing?

What is the elephant doing?

What is the bird doing?

What is the girl doing?

What is the man doing?

What is the boy doing?

What are the children doing?

What is the elephant doing?

What is the bird doing?

What is the girl doing?

What is the man doing?

What is the boy doing?

What are the children doing?

What is the elephant doing?

What is the bird doing?

What is the girl doing?

What is the man doing?

What is the boy doing?

What are the children doing?

What is the elephant doing?

What is the bird doing?

What is the girl doing?

What is the man doing?

What is the boy doing?

What are the children doing?

What is the elephant doing?

What is the bird doing?

What is the girl doing?

What is the man doing?

What is the boy doing?

What are the children doing?

What is the elephant doing?

What is the bird doing?

What is the girl doing?

What is the man doing?

What is the boy doing?

**bucket
and spade**

flip-flops

beach ball

rubber ring

sun cream

sunglasses

candyfloss

balloons

games

carousel

children

prizes

zookeeper

lion

elephant

penguin

family

monkey

thermometer

stethoscope

doctor

nurse

bandages

injection

swings

slide

climbing frame

see-saw

children

bench

cow

horse

chicken

pig

sheep

farmer

lifeguard

swimming cap

**swimming
goggles**

**swimsuit
or trunks**

towel

swim teacher

milk

bread

vegetables

fruit

till

money

football

players

goal

supporters

pitch

referee

Who?

?



Doing what?

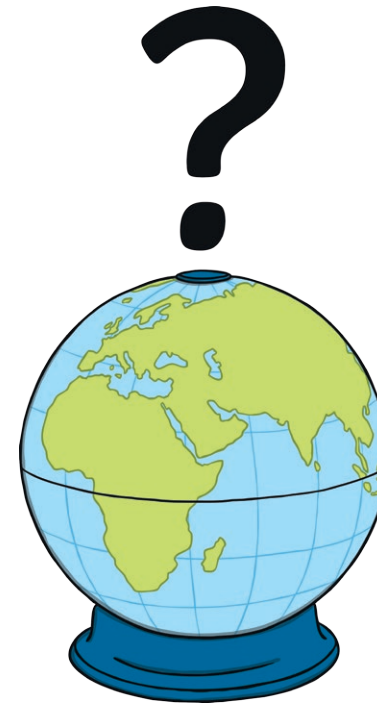
?



What?



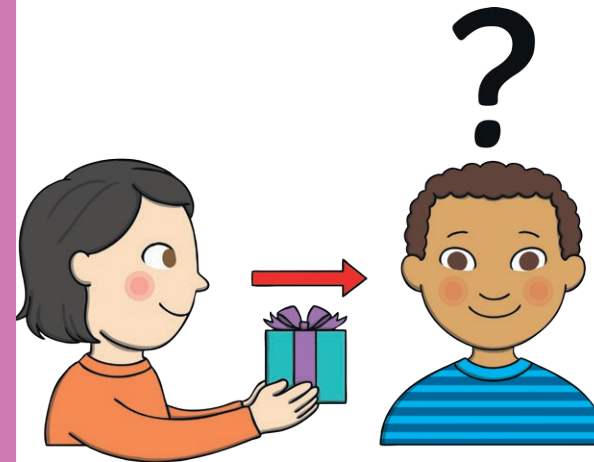
Where?



When?



To whom?



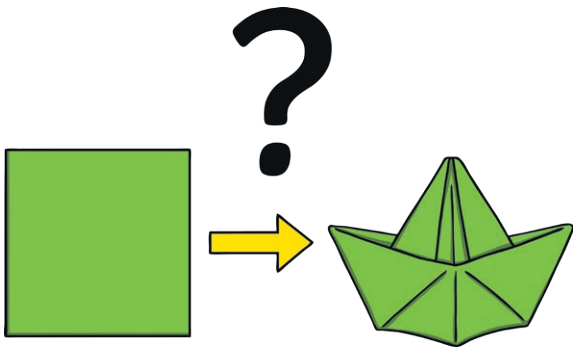
What like?



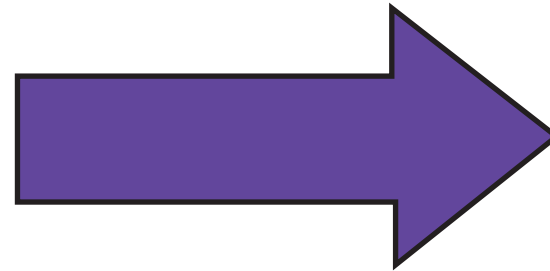
Whose?



How?

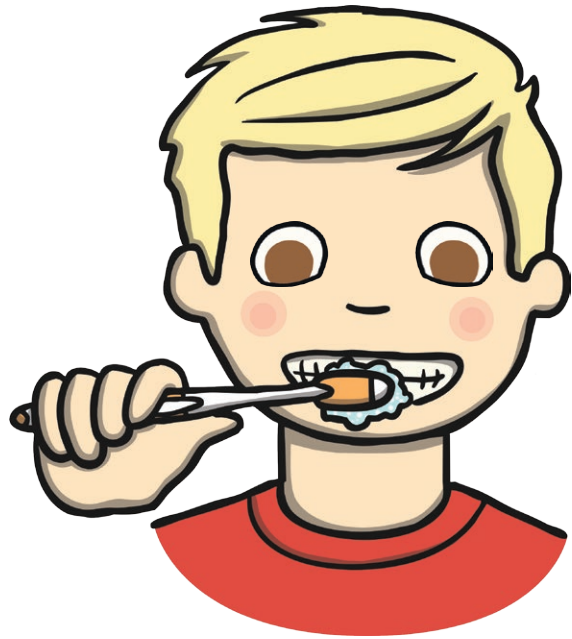


Why?



Joining words



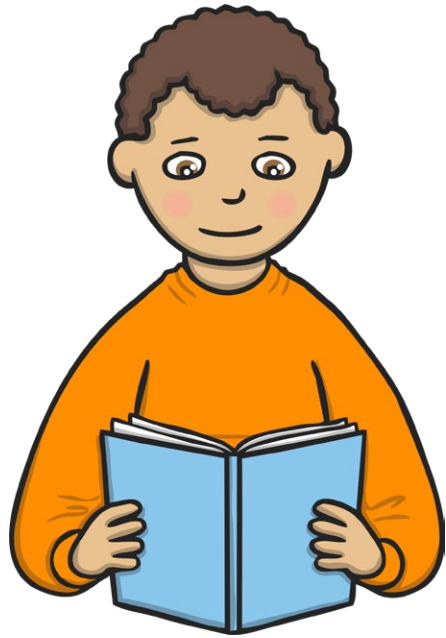


The boy is brushing his teeth.



The boy is drinking milk.





The boy is reading a book.



The boy is eating a sandwich.





The girl is washing her face.



The boy is kicking the leaves.





The girl is eating a lollipop.



The girl is listening to a story.





The girl is brushing her hair.



The dad is reading a story.





The girl is eating breakfast.



The girl is reading a book.





The boy is washing his hands.



Where would you see...?

**Look at
the scenes.**

**Choose the
cards that go with
each scene.**

**Stick the card
on the scenes.**

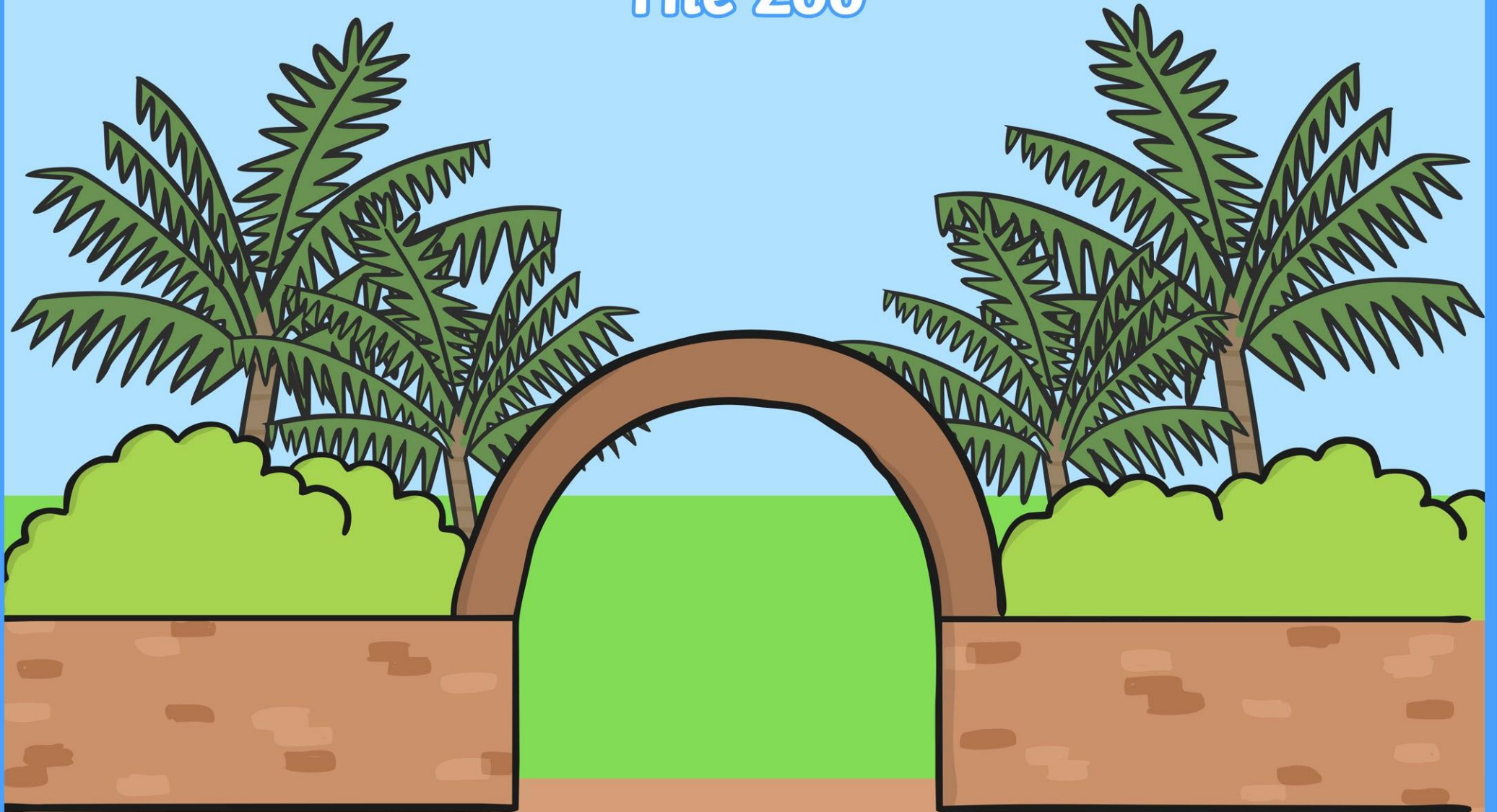
Beach



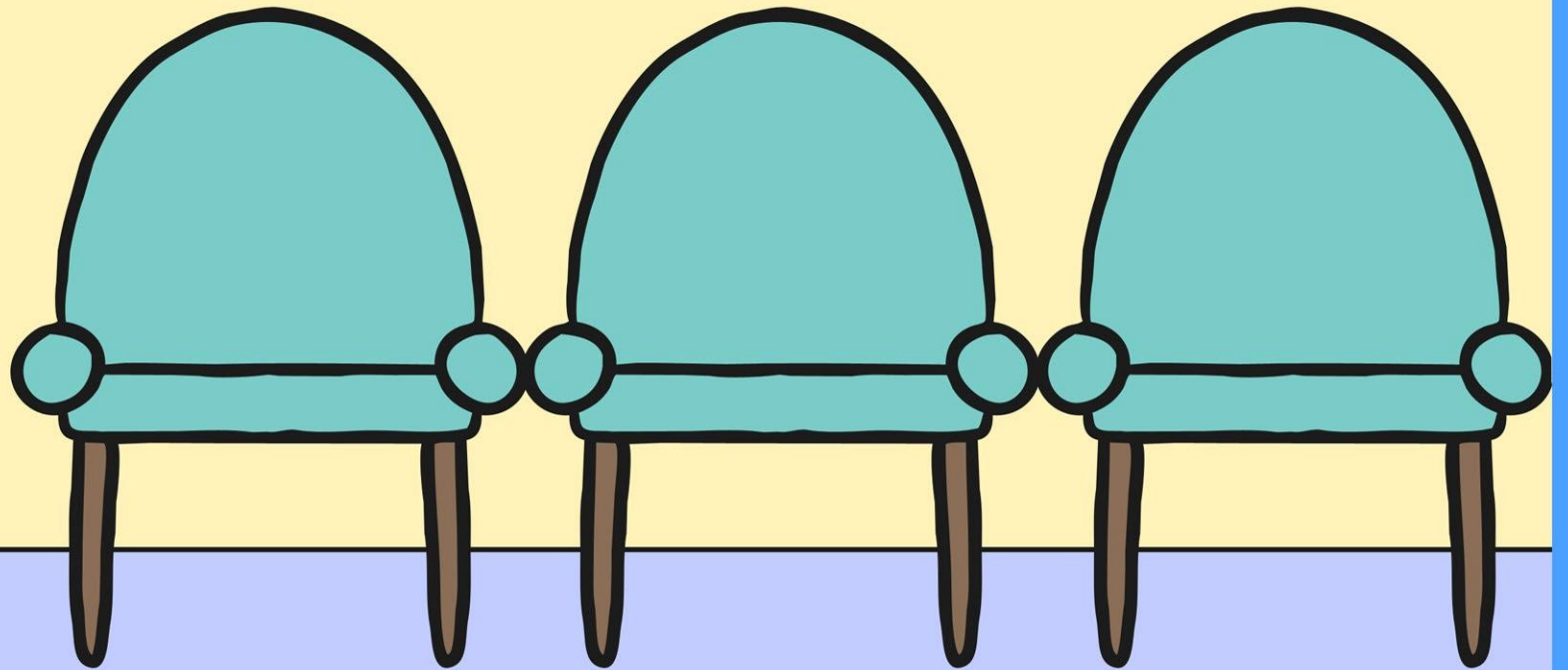
Funfair



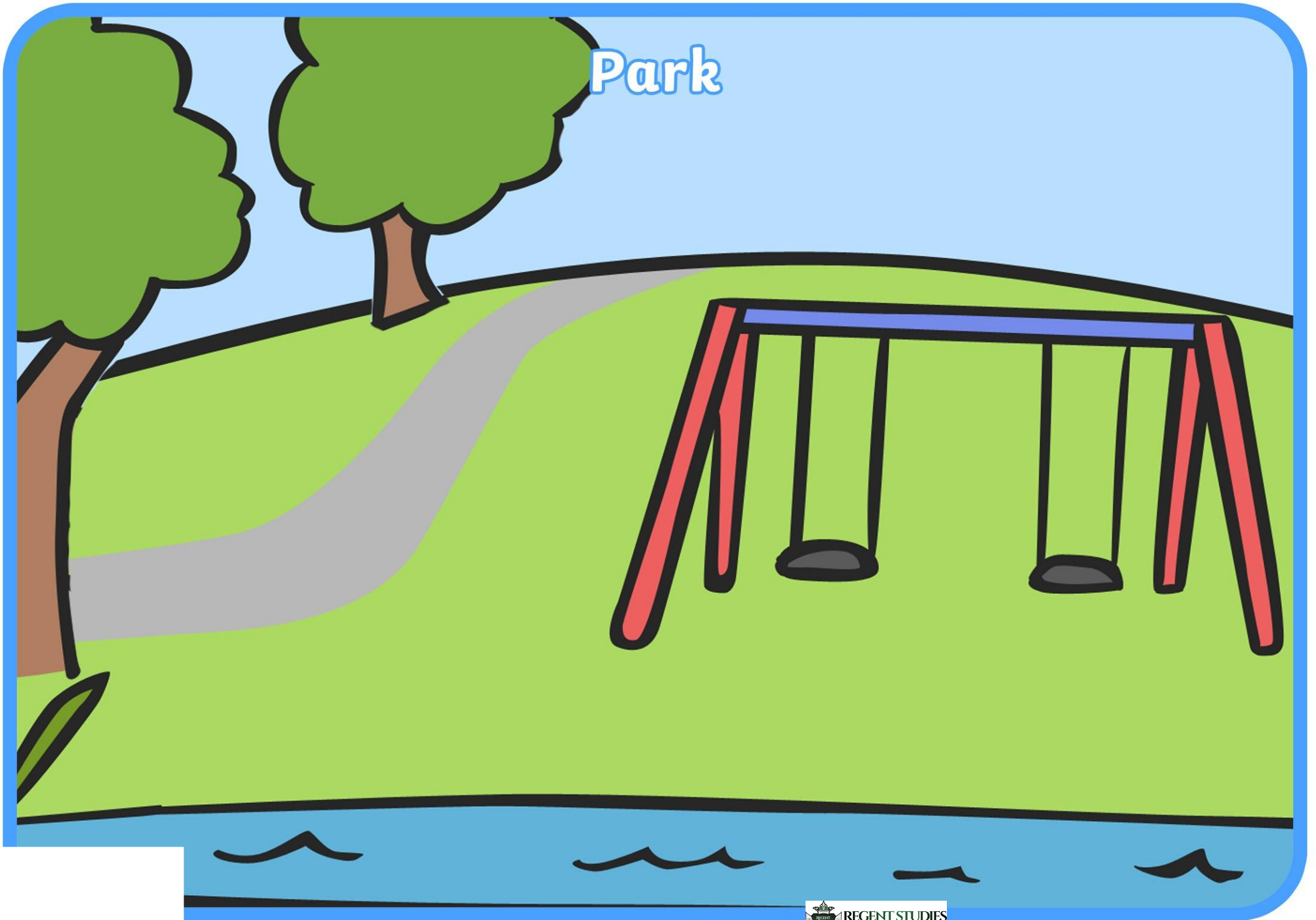
The Zoo



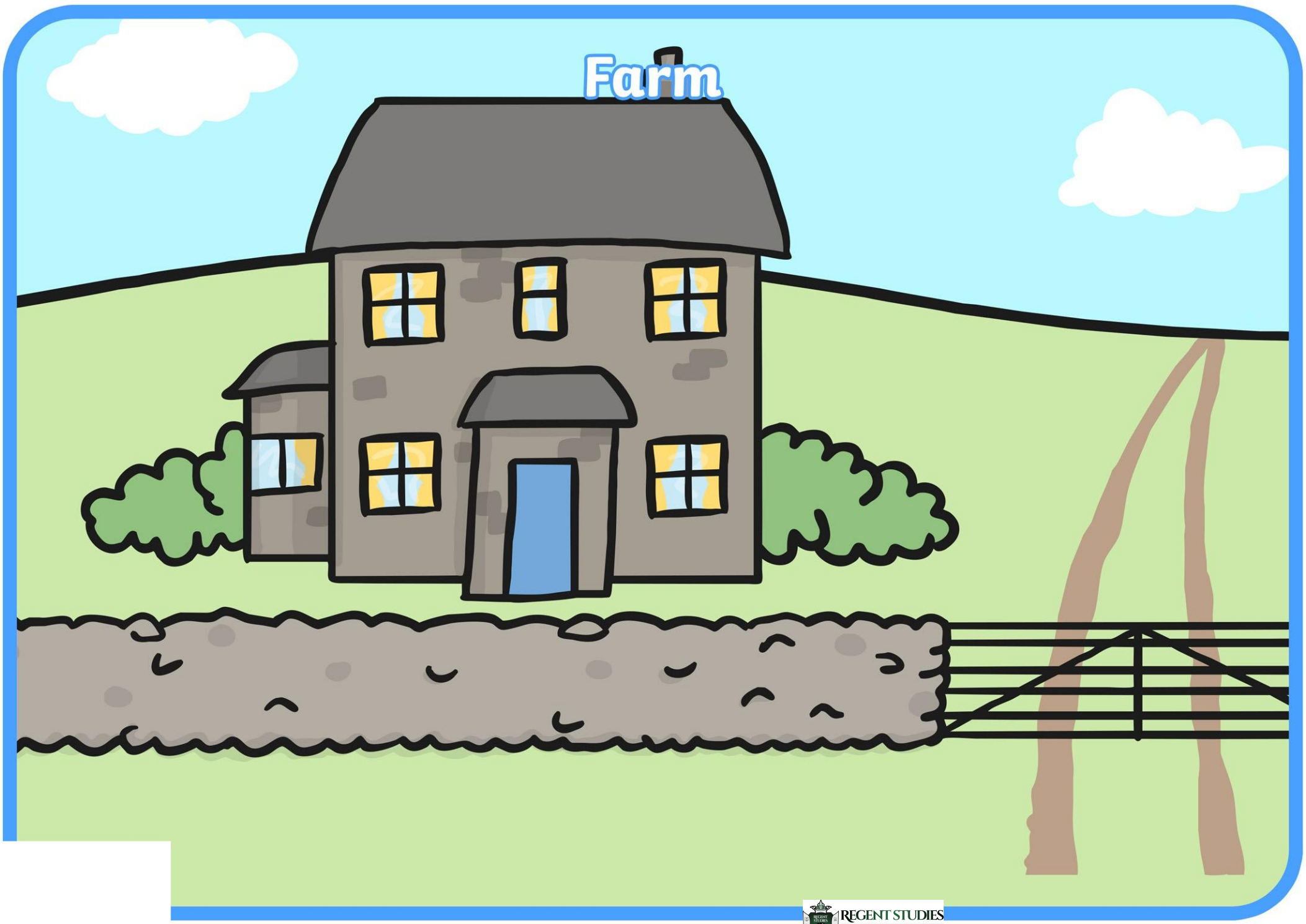
Doctors' Surgery



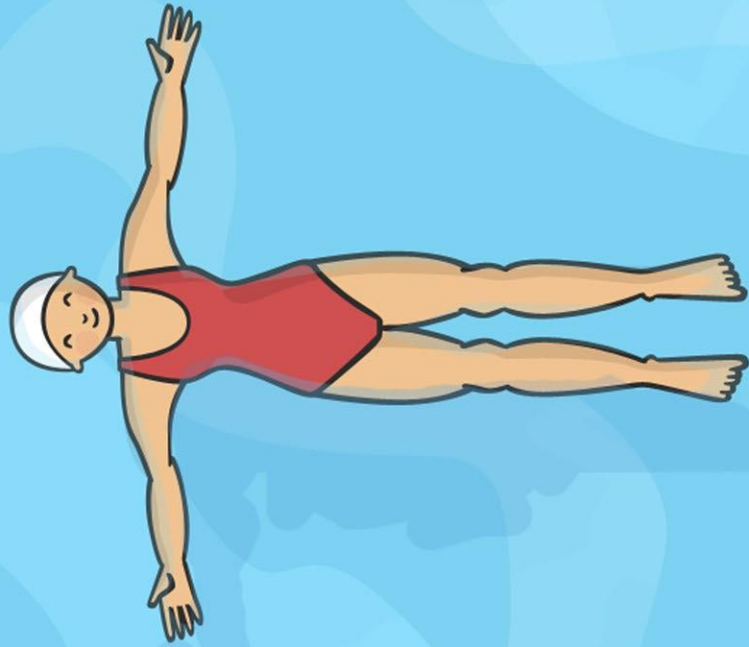
Park



Farm



Swimming Pool



The Supermarket

Quick Stop Supermarket



Football





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 C

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), **demonstrate understanding, by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'**

Task

Activity One - What is Teddy Doing?

Use the [What is Teddy Doing? PowerPoint](#) to discuss with pupils what the teddy is doing. Before revealing what teddy is doing, pause to see if the pupils can tell you independently. Pupils could role-play the action/verb to aid their ability to remember the word.

Activity Two - Lotto

Use the [What Doing Lotto Bingo Verb](#) game to play lotto/bingo with pupils to develop their understanding of answering key questions. Read out the sentence on the card and ask the pupil to identify if the picture is on their lotto board. During the game, the adult can point to a picture and ask 'What is he/she doing?'

Activity Three - Where Do You See?

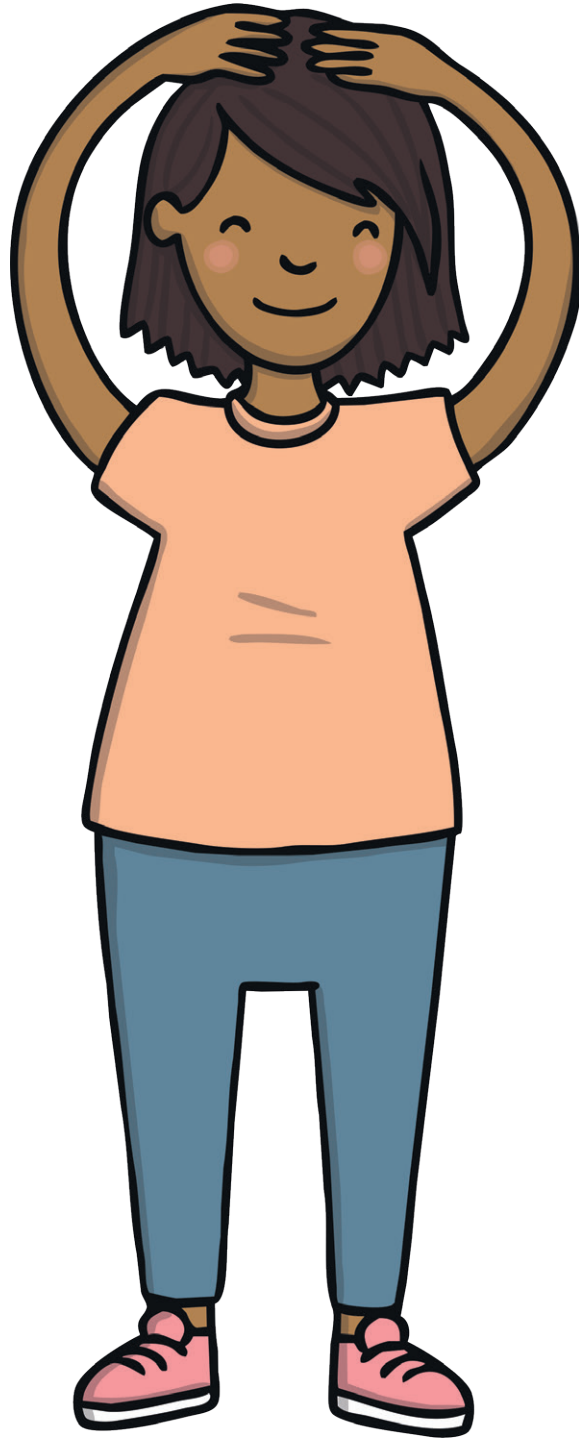
Use the [Where Do You See...? Scene](#) pack to help pupils link familiar objects with where they might be seen. Use the [Who, Doing What, Whose, What - Colourful Semantics Description Cards](#) supported by the [Colourful Semantics Visual Cue Cards](#) for IKEA Tolsby Frames to ask and answer 'Where?', 'What?' and 'Who?' questions. Once pupils have shown an understanding of the questions, share a range of age-appropriate stories, encouraging them to answer questions, such as 'Where is the boy?', 'Who is this?', 'What is the dragon doing?' etc.



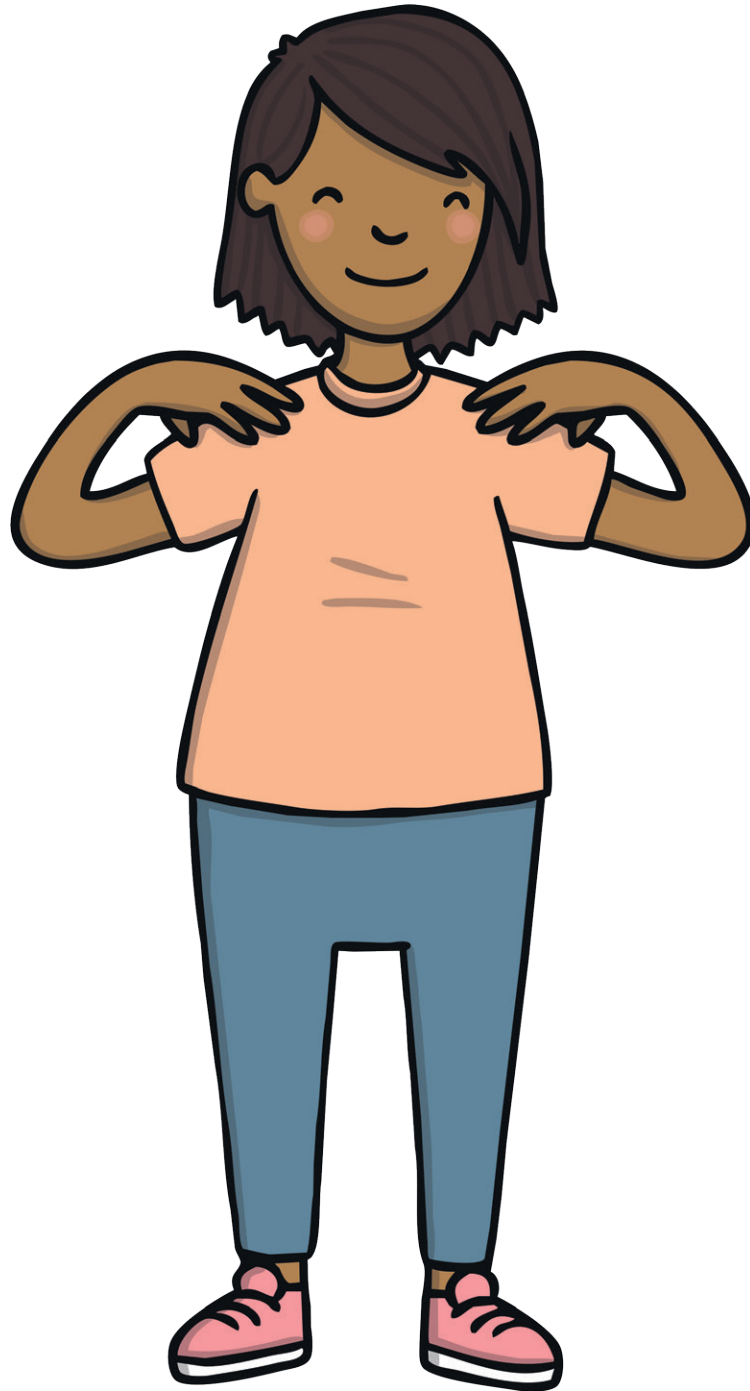
Head, shoulders, knees and toes



Head,



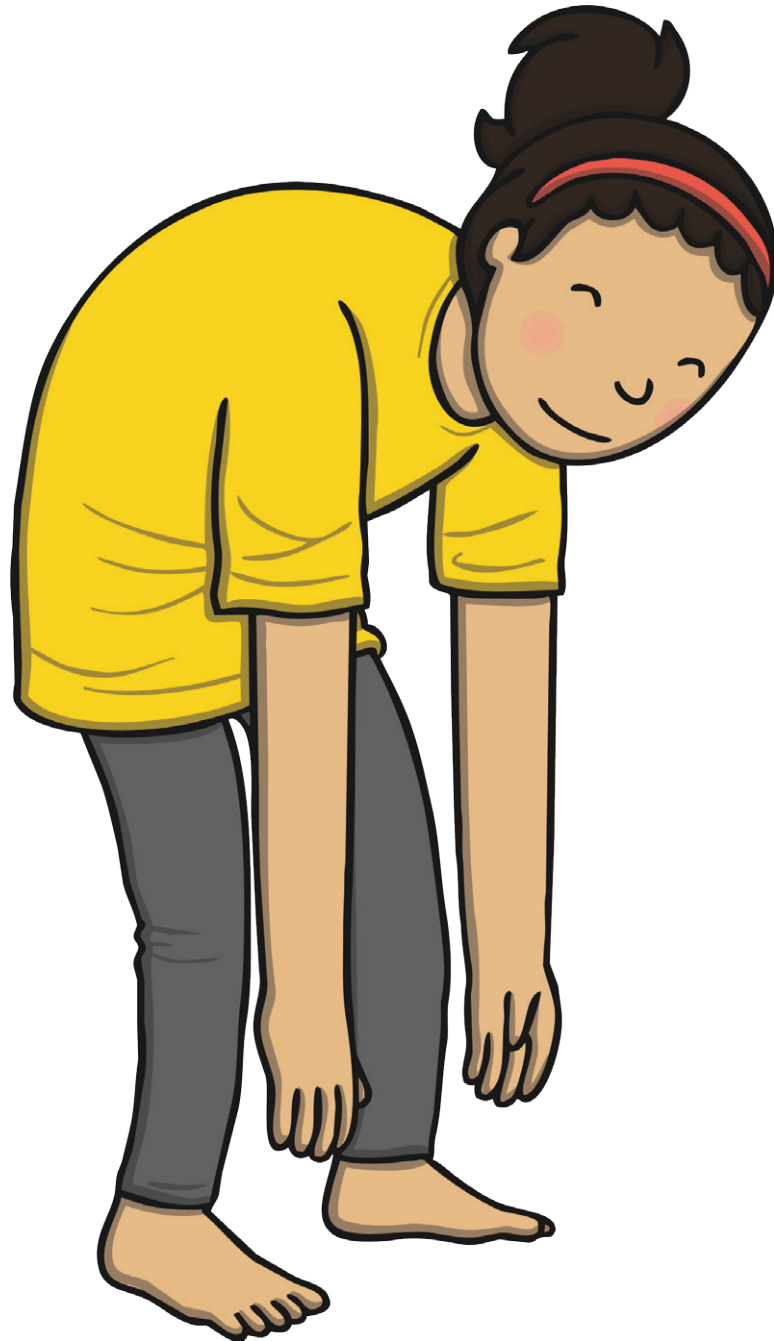
shoulders,



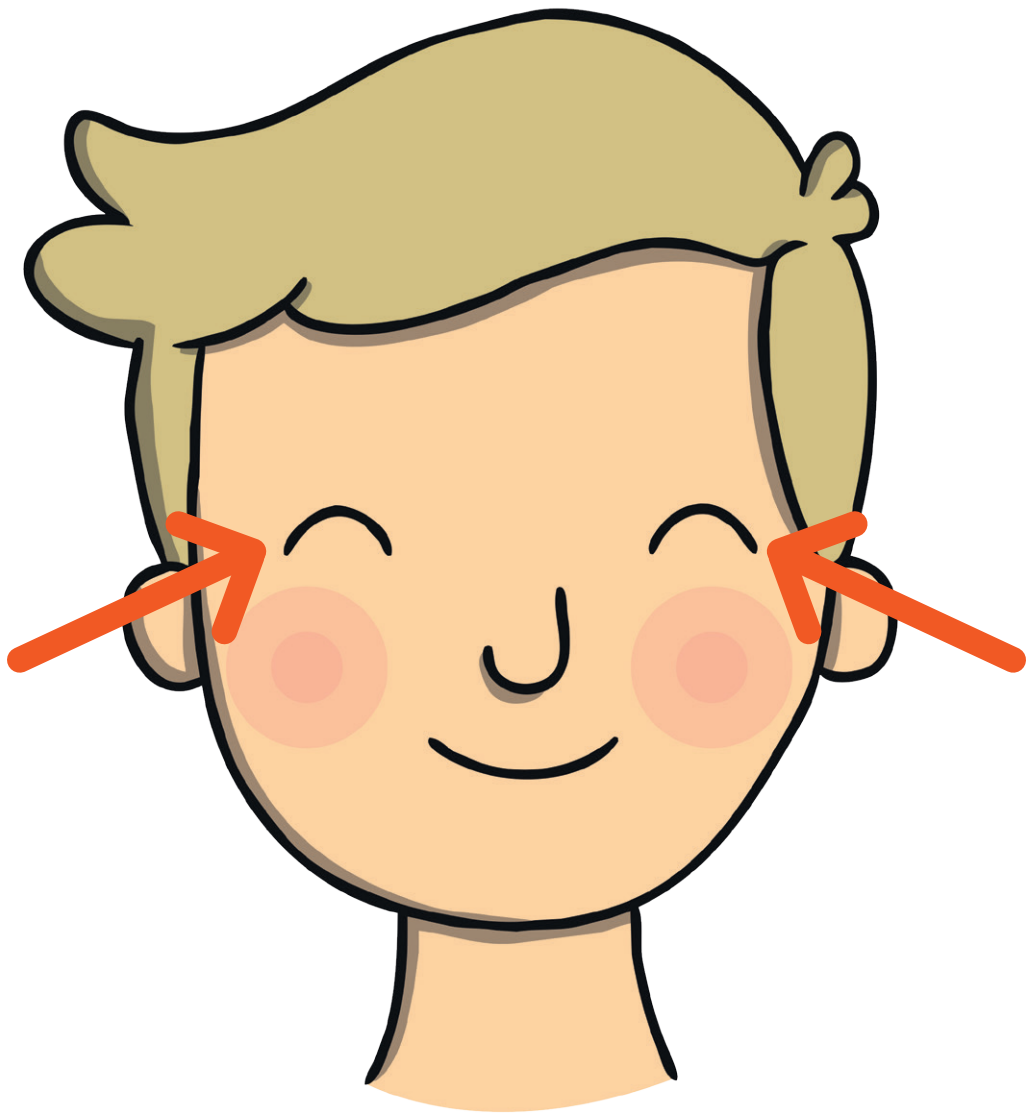
knees



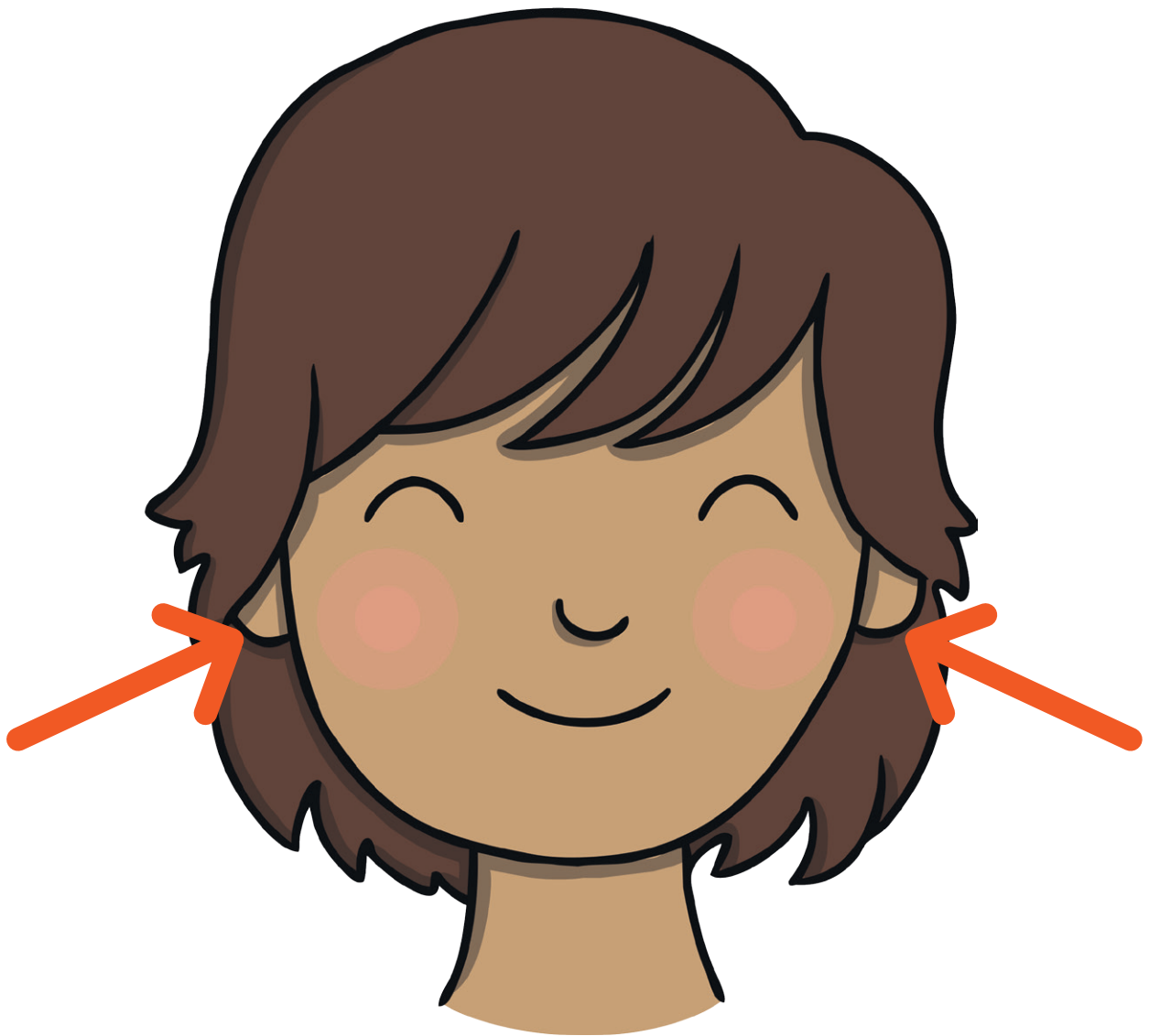
and toes,



and eyes,



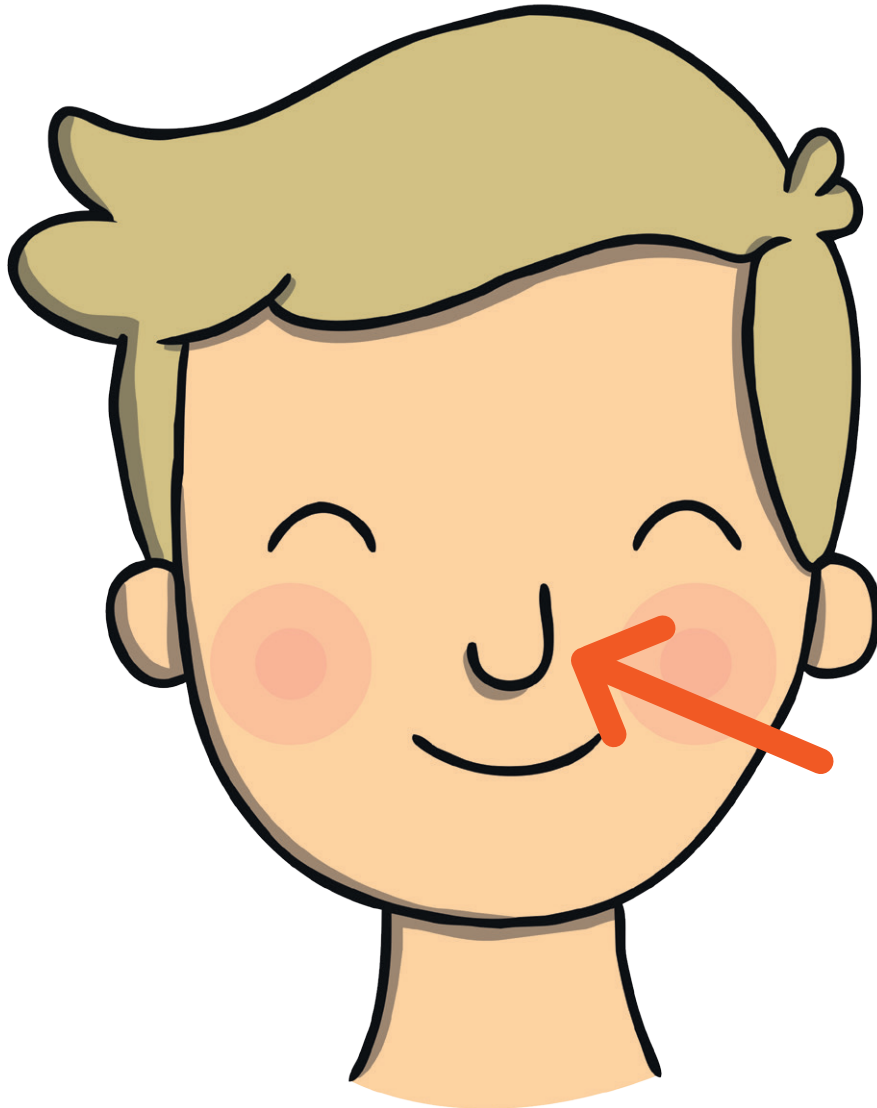
and ears,



and mouth,



and nose.



Head, Shoulders, Knees and Toes



Head, shoulders,
Knees and toes,
Knees and toes.





Head, shoulders,
Knees and toes,
Knees and toes.

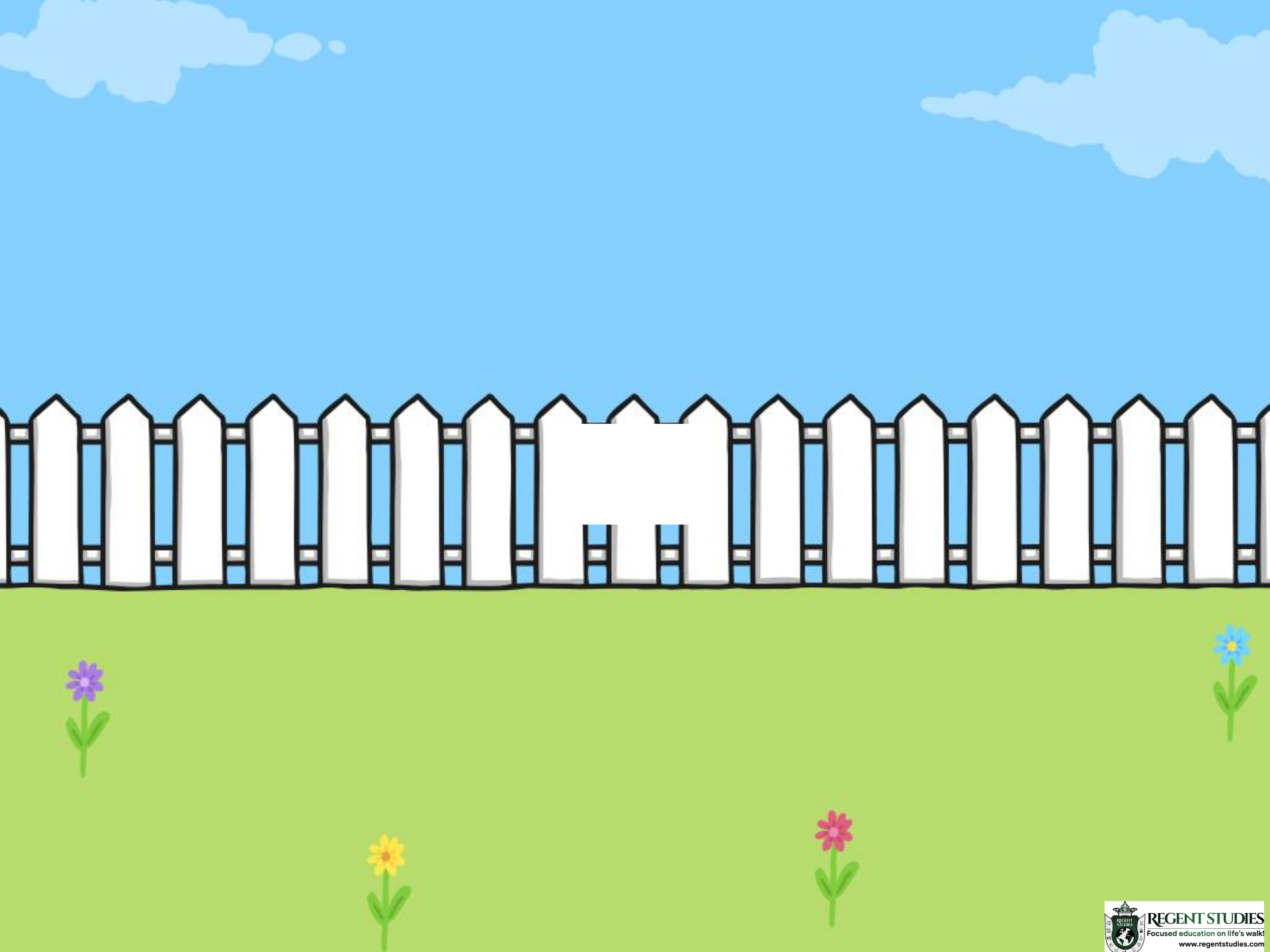


And eyes,
And ears,
And mouth,
And nose.


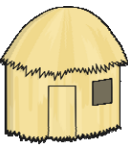





Head, shoulders,
Knees and toes,
Knees and toes.



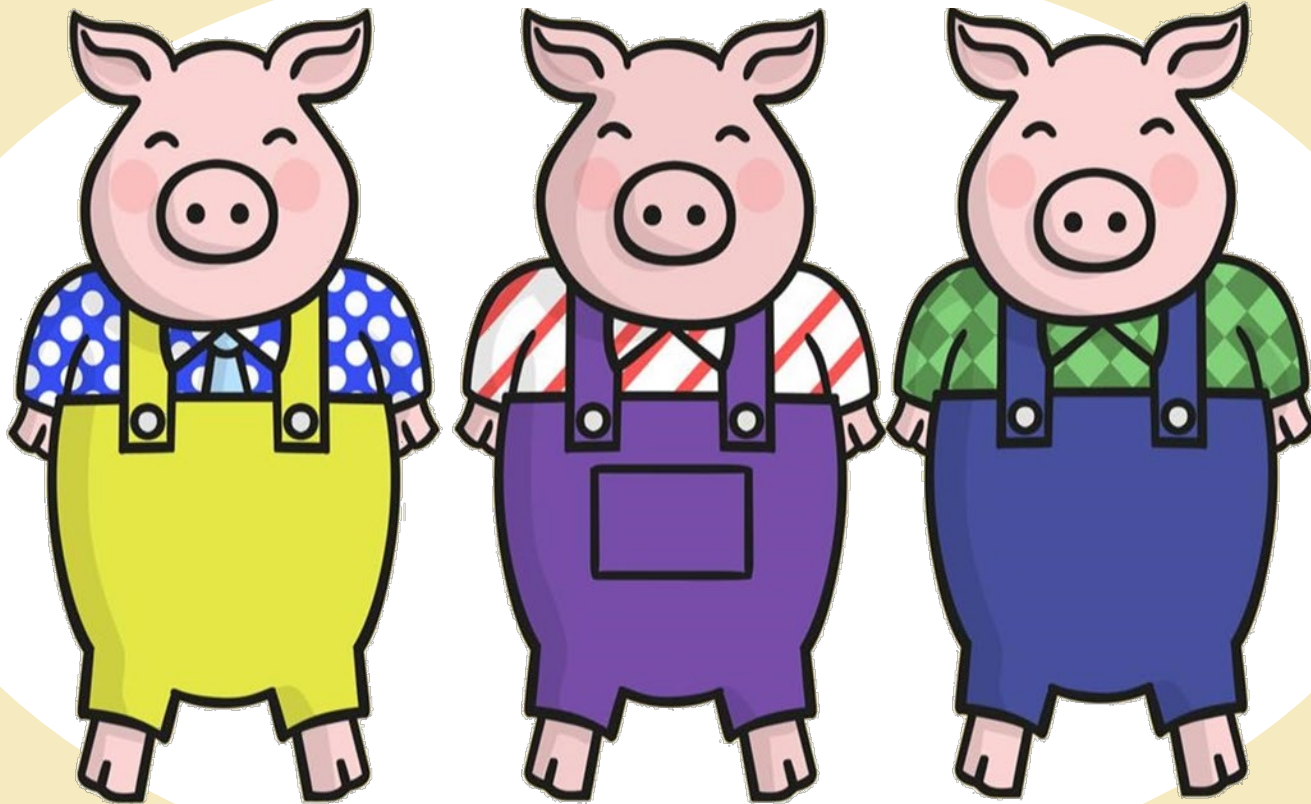


The Three Little Pigs Sensory Story

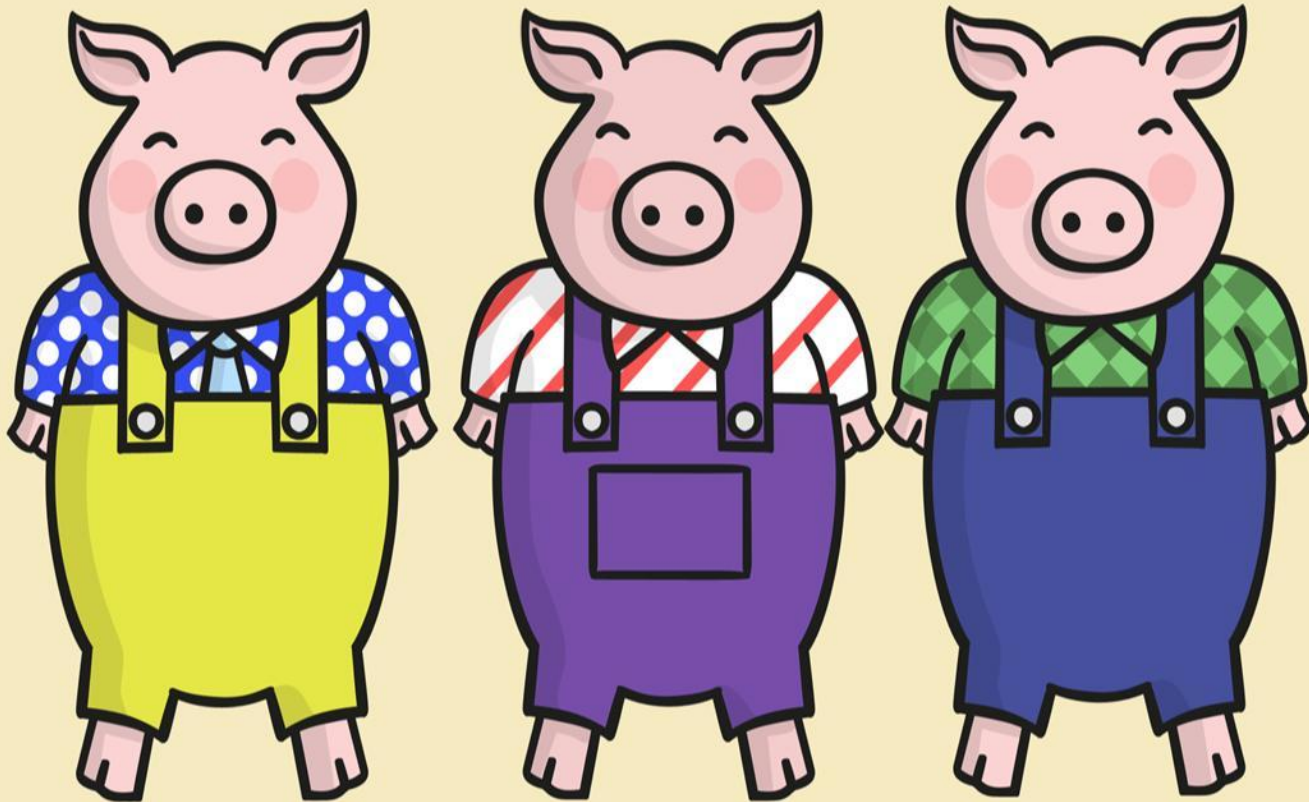
Story	Suggested Activity	Resources
<p>The Three Little Pigs</p> 	<p>Play the sound – one sound for each pig (repeated throughout the story).</p>	<p>Pre-recorded pig sounds on switches (You could also use a drum/keyboard/kazoo to make a sound for each pig)</p>
<p>The first little pig built a house of straw</p> 	<p>Put the straw into a deep tray for children to put their hands in to feel and smell the straw.</p>	<p>A deep tray filled with straw (You could also use strips of paper, shredded paper, grass etc.)</p>
<p>The second little pig built a house of sticks</p> 	<p>Use the twigs/pencils and pour them gently onto a tray – allow the children to hear the sound of them falling and then to feel them.</p>	<p>Twigs / pencils Tray</p>
<p>The third little pig built a house of bricks</p> 	<p>Build up a few of the building bricks/balance stones on top of each other. Ask another adult to make a sound as you are stacking the bricks/stones to show they are strong, e.g. stamping their feet/banging on a drum.</p>	<p>Stones / building bricks Drum</p>
<p>Big, bad wolf</p>	<p>Make the growl sound and at the same time shine the torch onto a wall. The paper over the end of the torch should create 'teeth' shadows on the wall to represent the wolf's teeth.</p>	<p>Growling sound – either made by an adult or a child using a güiro (stroke the wooden stick over the ridges) to create the growl sound. White triangles cut from paper or card stuck to the top of a torch.</p>
<p>I'll huff and I'll puff and I'll blow your house down!</p> 	<p>Blow up a balloon slowly, e.g. 'I'll huff' – half blow up the balloon, then hold it at the top. 'I'll puff' – finish blowing up the balloon and then hold the balloon at the top. 'I'll blow your house down' – let go of the balloon so it zooms around the room. Or, use a hand-held fan and allow the children to feel the breeze.</p>	<p>Balloon Hand-held fan</p>

Pigs escaping from the houses	Tap feet on the floor to represent the pigs running.	
He huffed and he puffed, but the house was too strong (house built of bricks)	Blow up the balloon as before, but rather than letting the balloon zoom around the room, let the air out the balloon slowly and then drop it to the floor.	Balloon
Pot of stew	Let the children put their hands in the pot to feel the heat. The hand warmers could be hidden under bits of felt/sequins, etc. to make a 'stew'.	Hand warmers Pot/saucepan Bits of felt/sequins
Big, bad wolf falling to the pot of stew	Bang the pot with a wooden spoon to create a clang sound. Or fill a pan with water and from a height, drop in a ball. This should then create a splash. Let the children feel the water on them. Or, for the splash of the wolf falling into the stew, pour water/glitter from a height into a tray of water.	Pot / saucepan Wooden spoon Pan Water Ball Water Glitter Tray

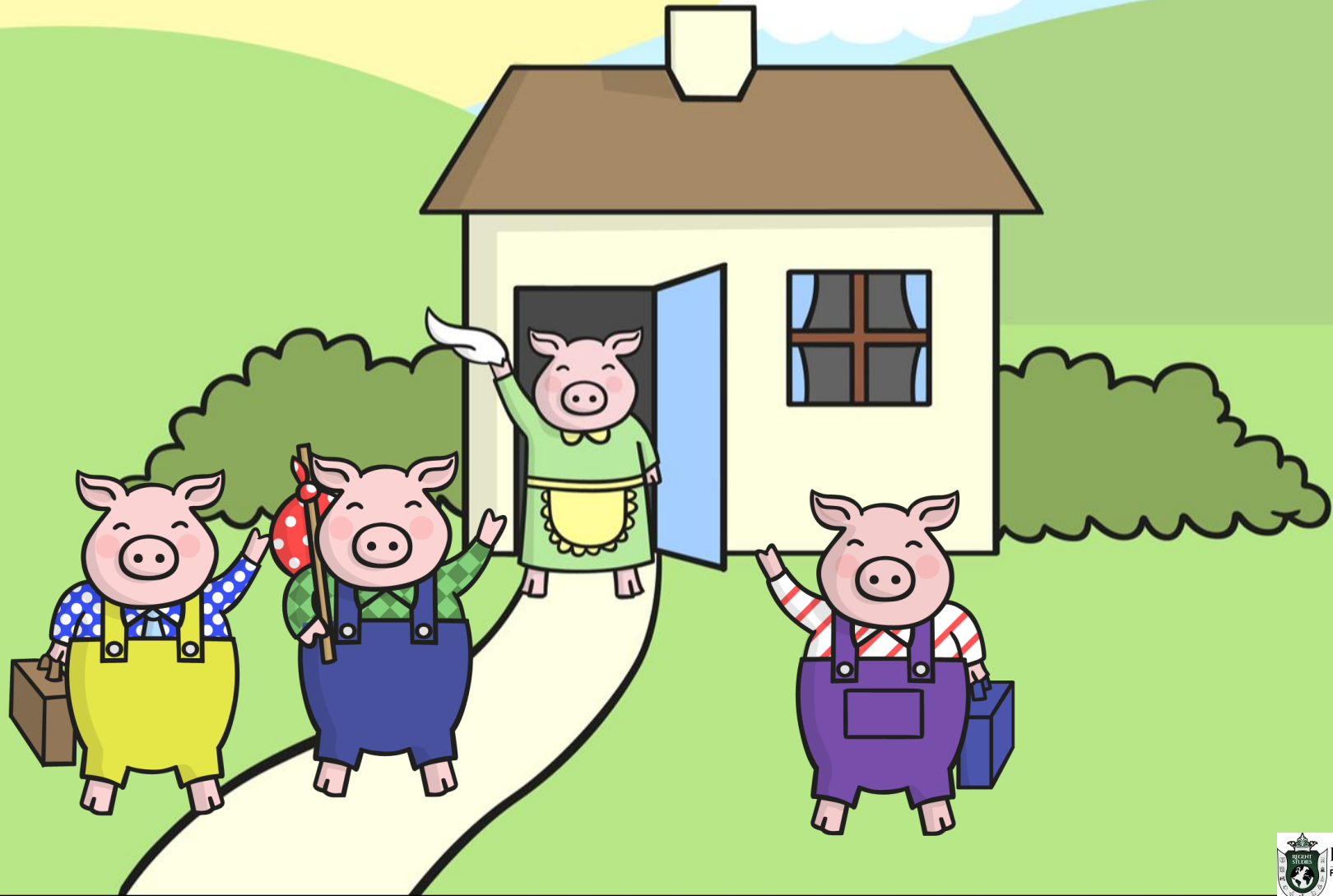
The Three Little Pigs



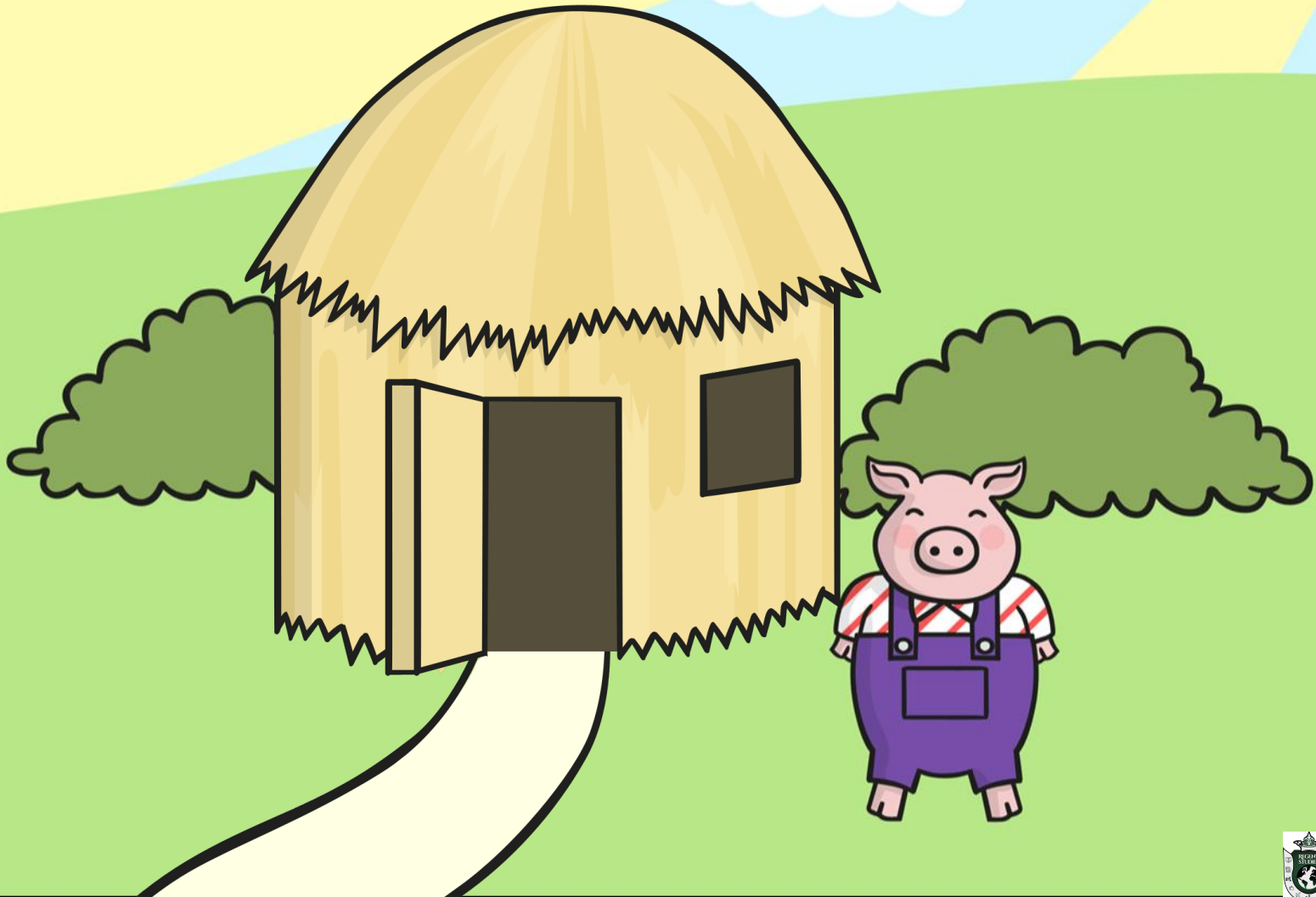
Once upon a time, there lived three little pigs.



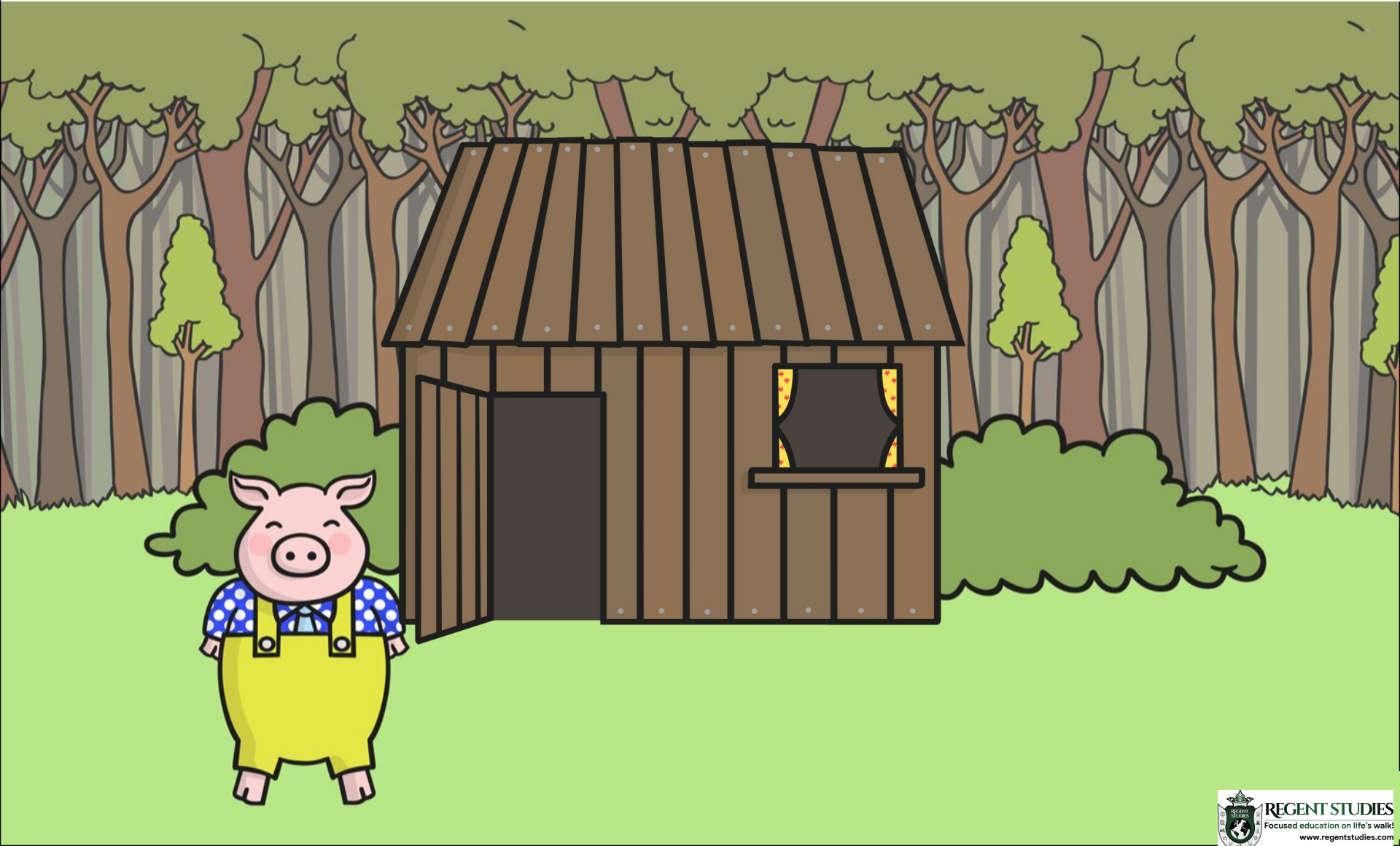
One day, they decided to leave home and build houses of their own.



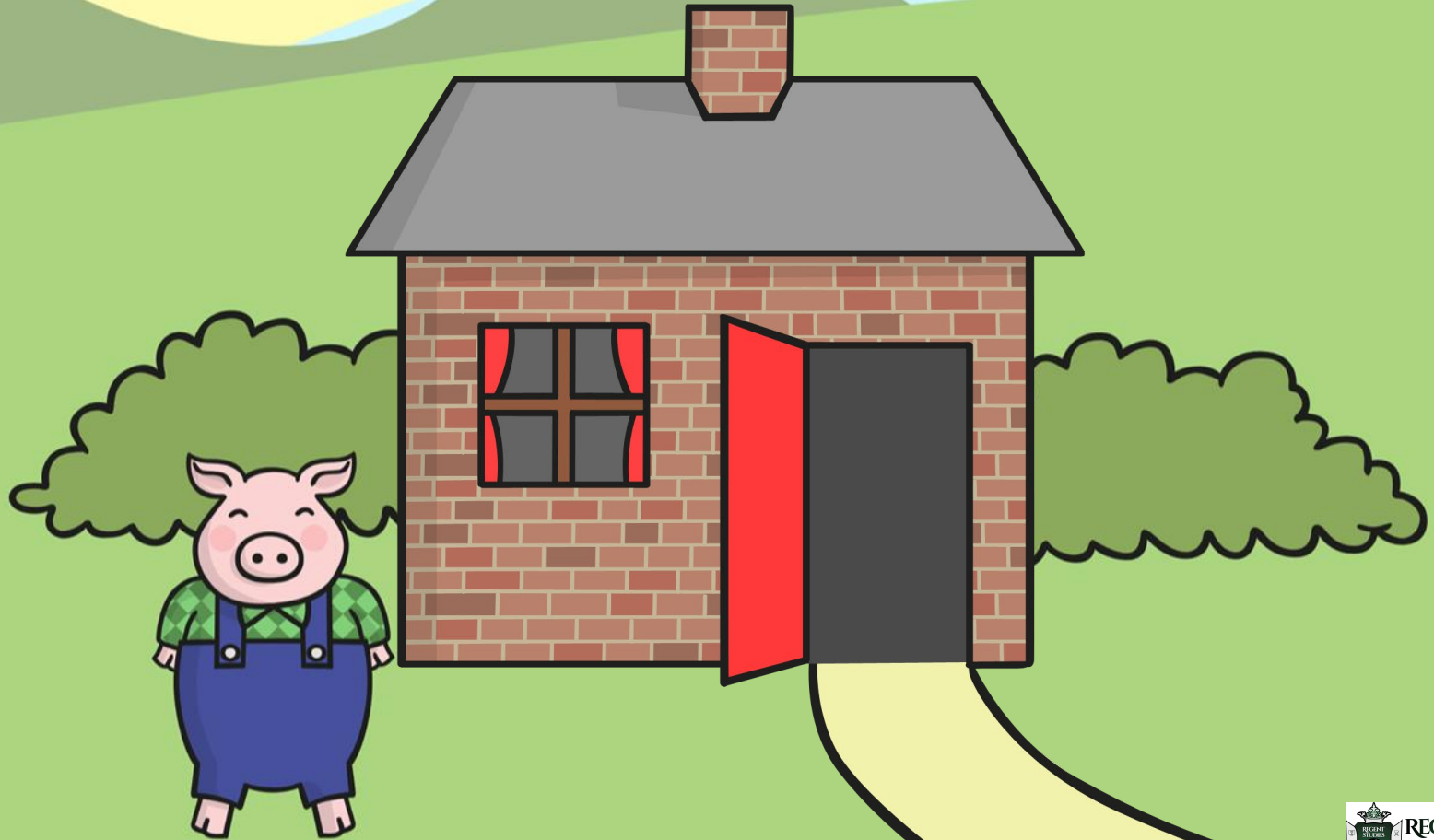
The first little pig thought that straw would make a good house.
He built the house very quickly and he was very pleased with it.



The second little pig thought that sticks would make a fine house.
He built the house very quickly and he was very pleased with it.



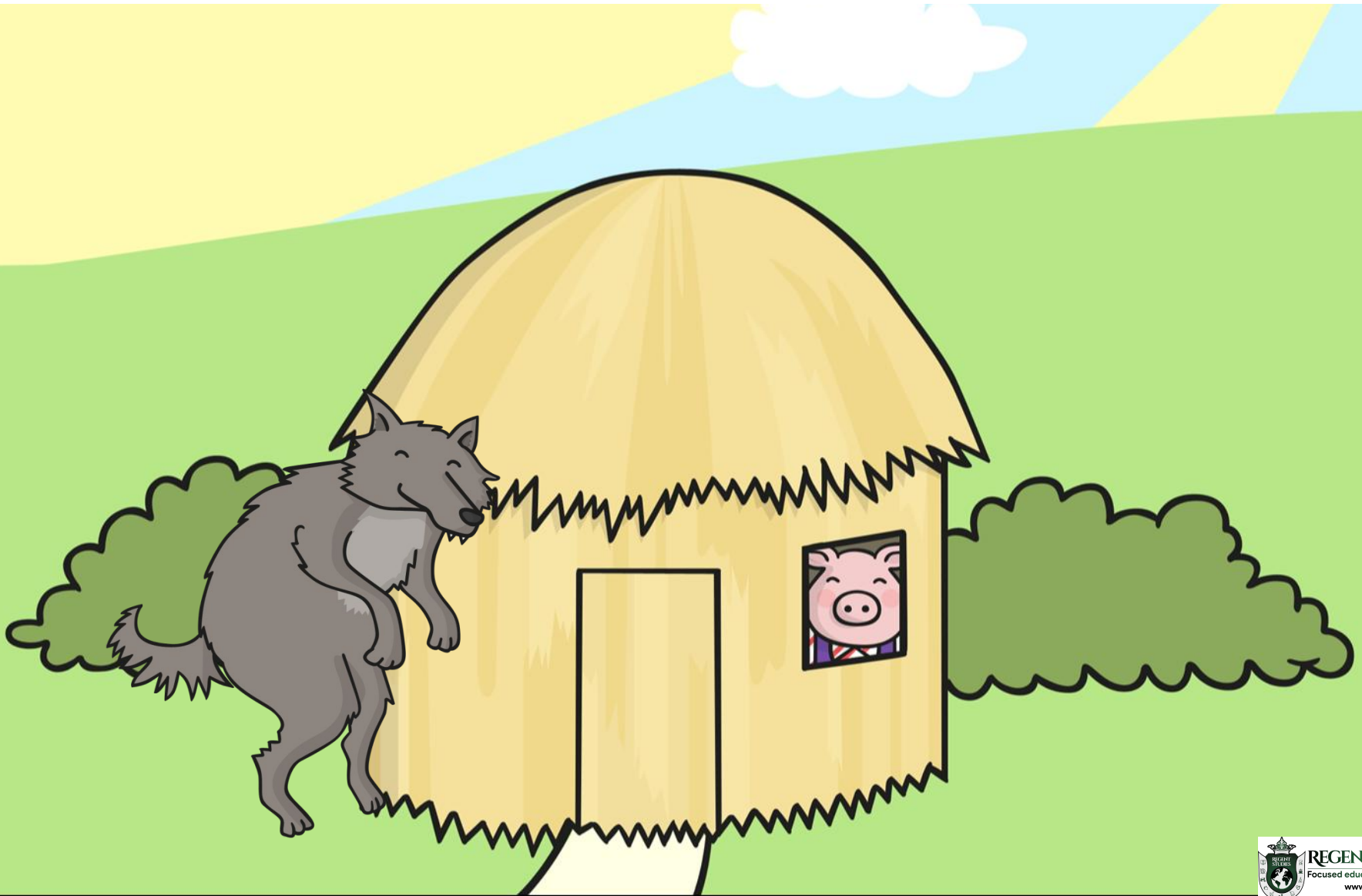
The third little pig thought that bricks would make a strong house.
It took him a long time to build the house but he was very
pleased with it.



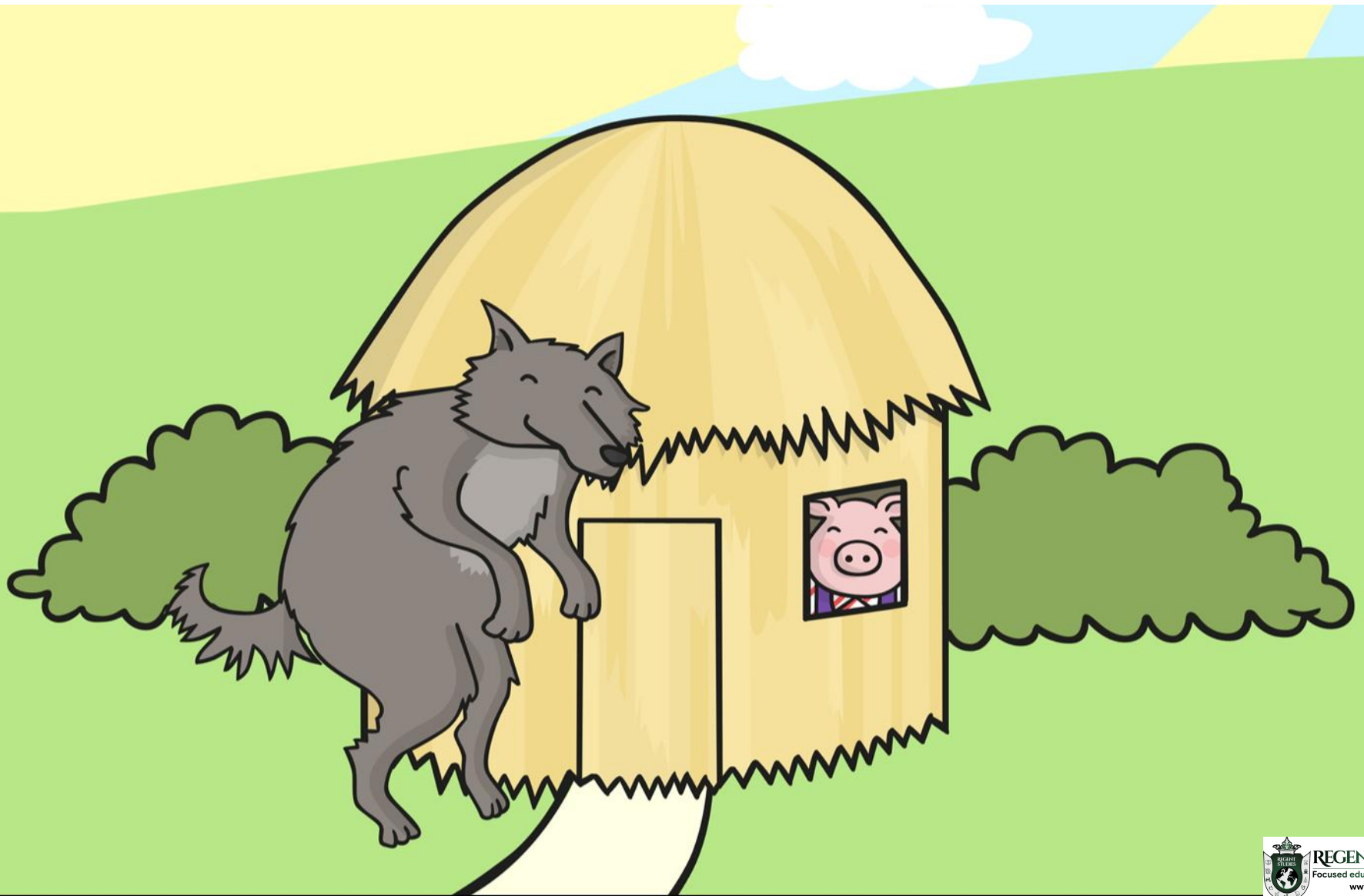
One day, a big bad wolf came along.



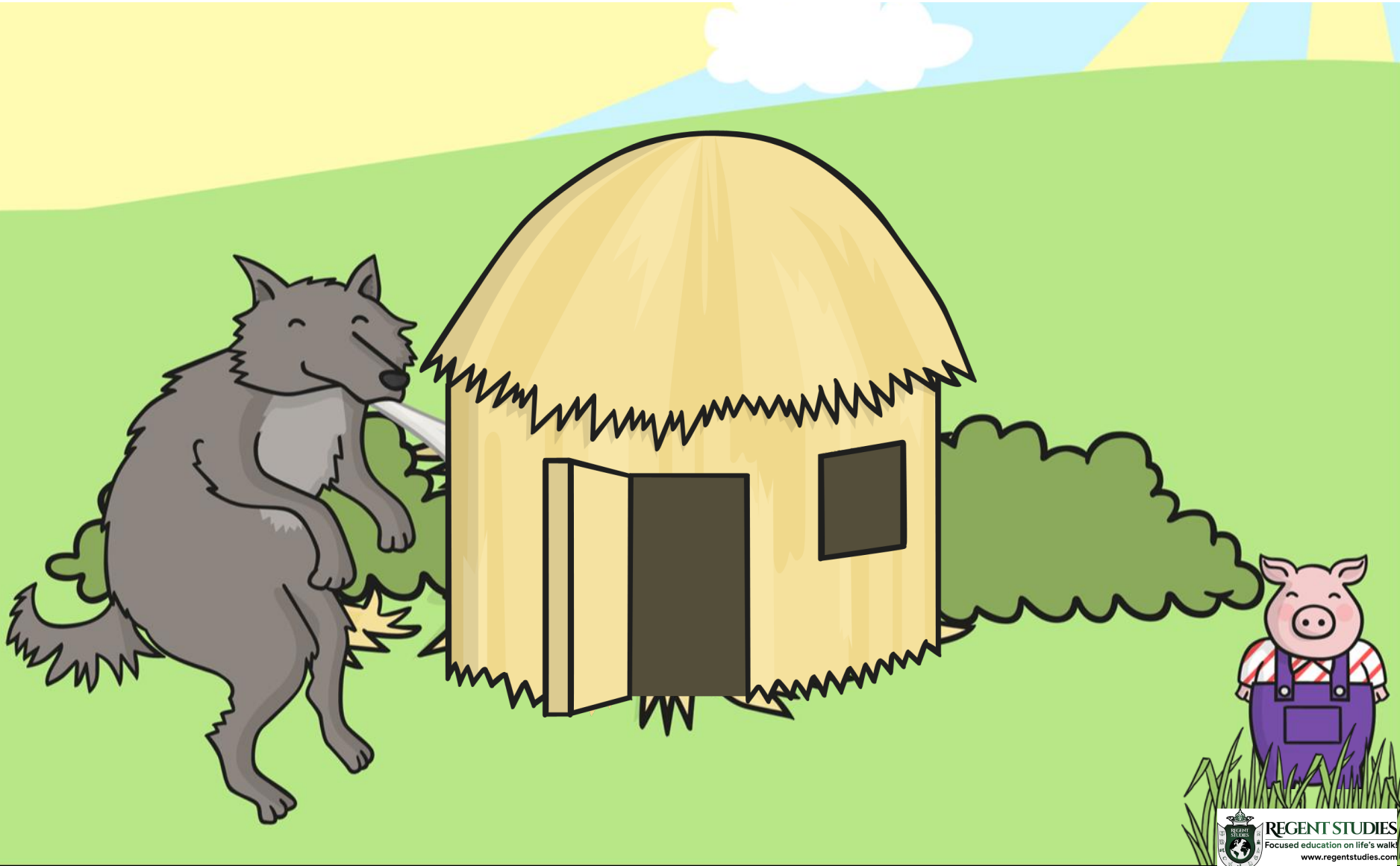
He saw the first little pig in his house of straw.
“Little pig, little pig, let me come in,” he snarled.
“Not by the hair on my chinny, chin, chin!” cried the first little pig.



“Then I’ll huff and I’ll puff and I’ll blow your house down!” growled the big bad wolf.



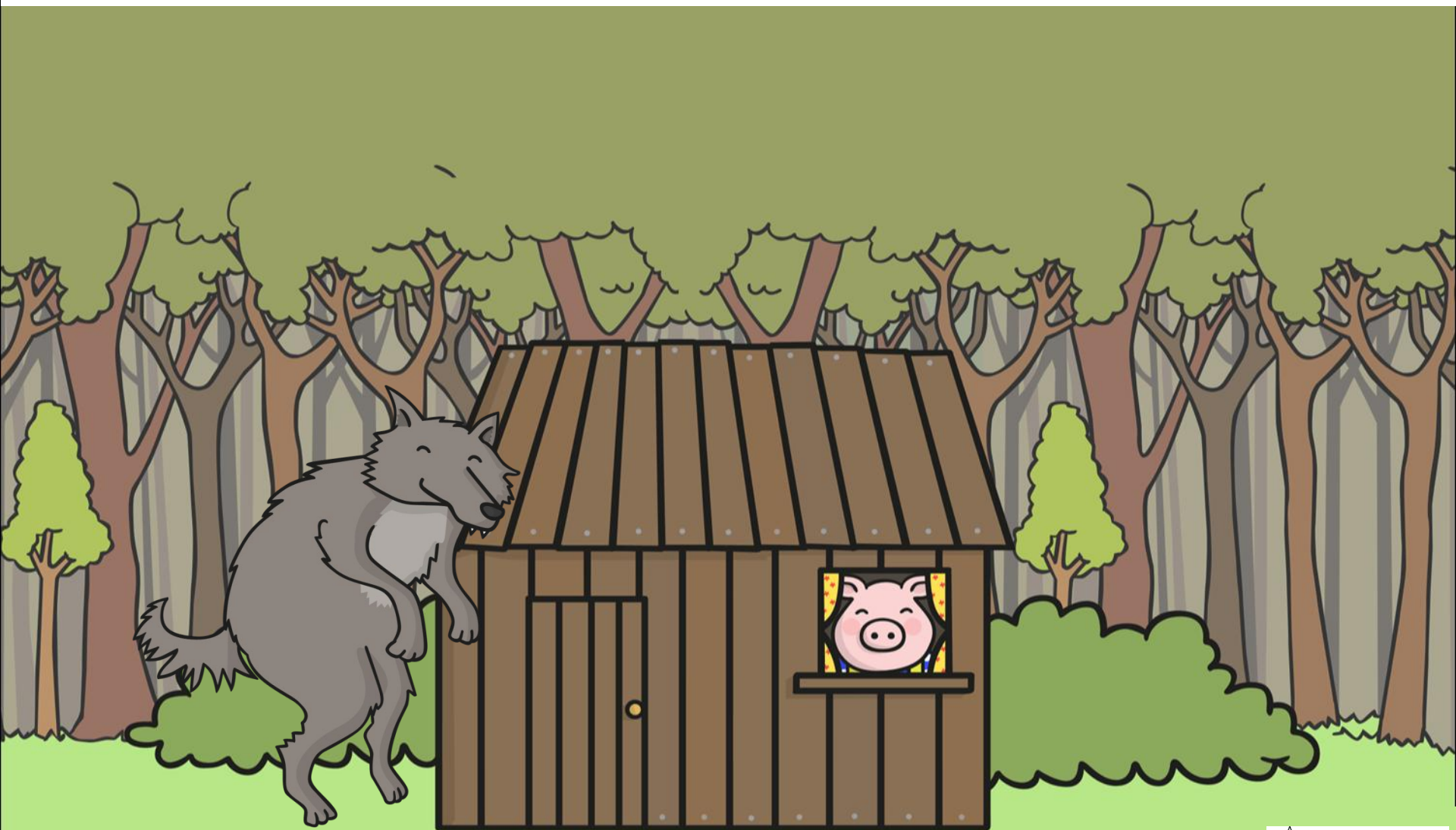
So he huffed and he puffed and he blew the house down!
The first little pig escaped and ran to join his brother in the house
made of sticks.



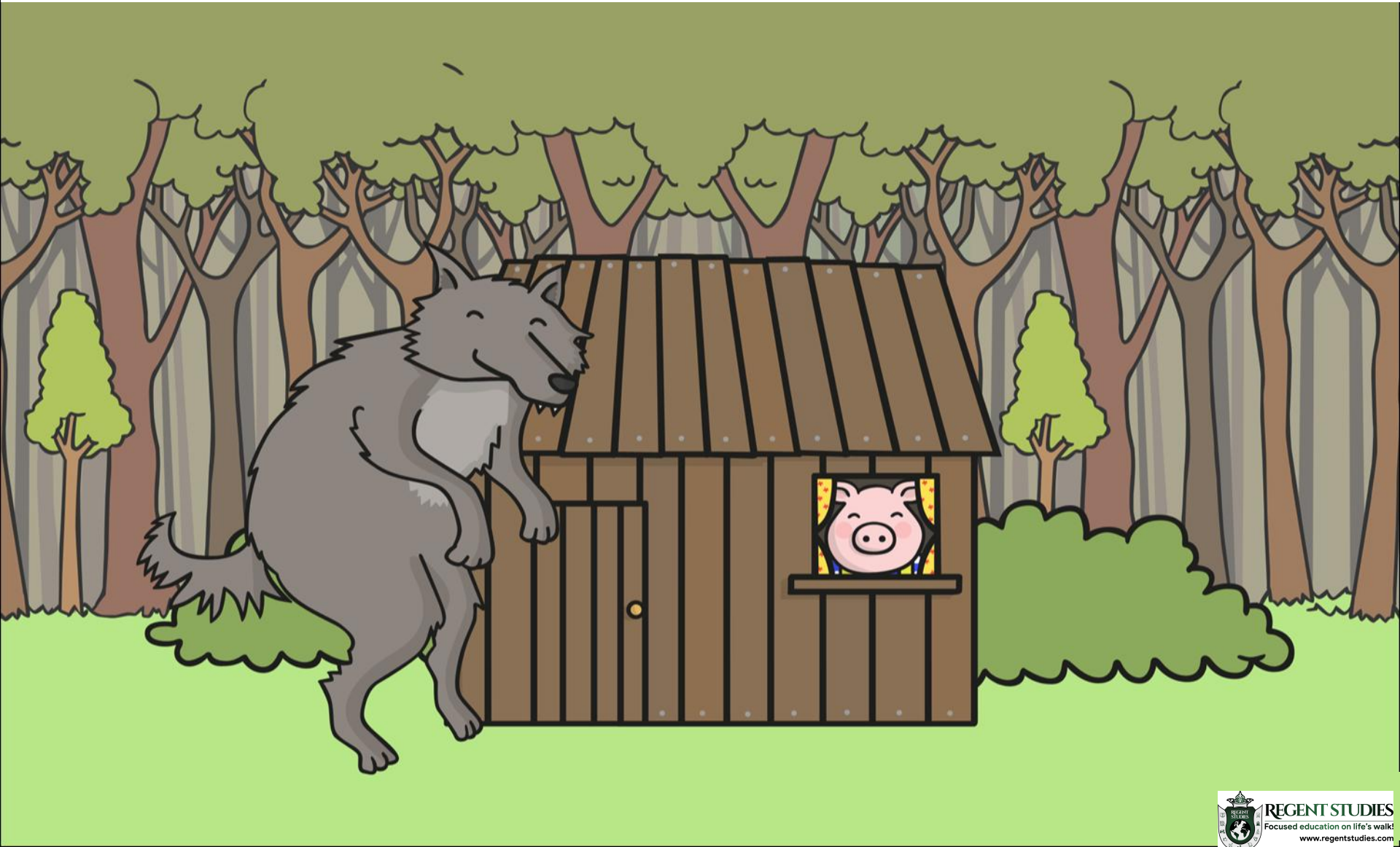
The big bad wolf followed the little pig to the house made of sticks.

“Little pig, little pig, let me come in,” he snarled.

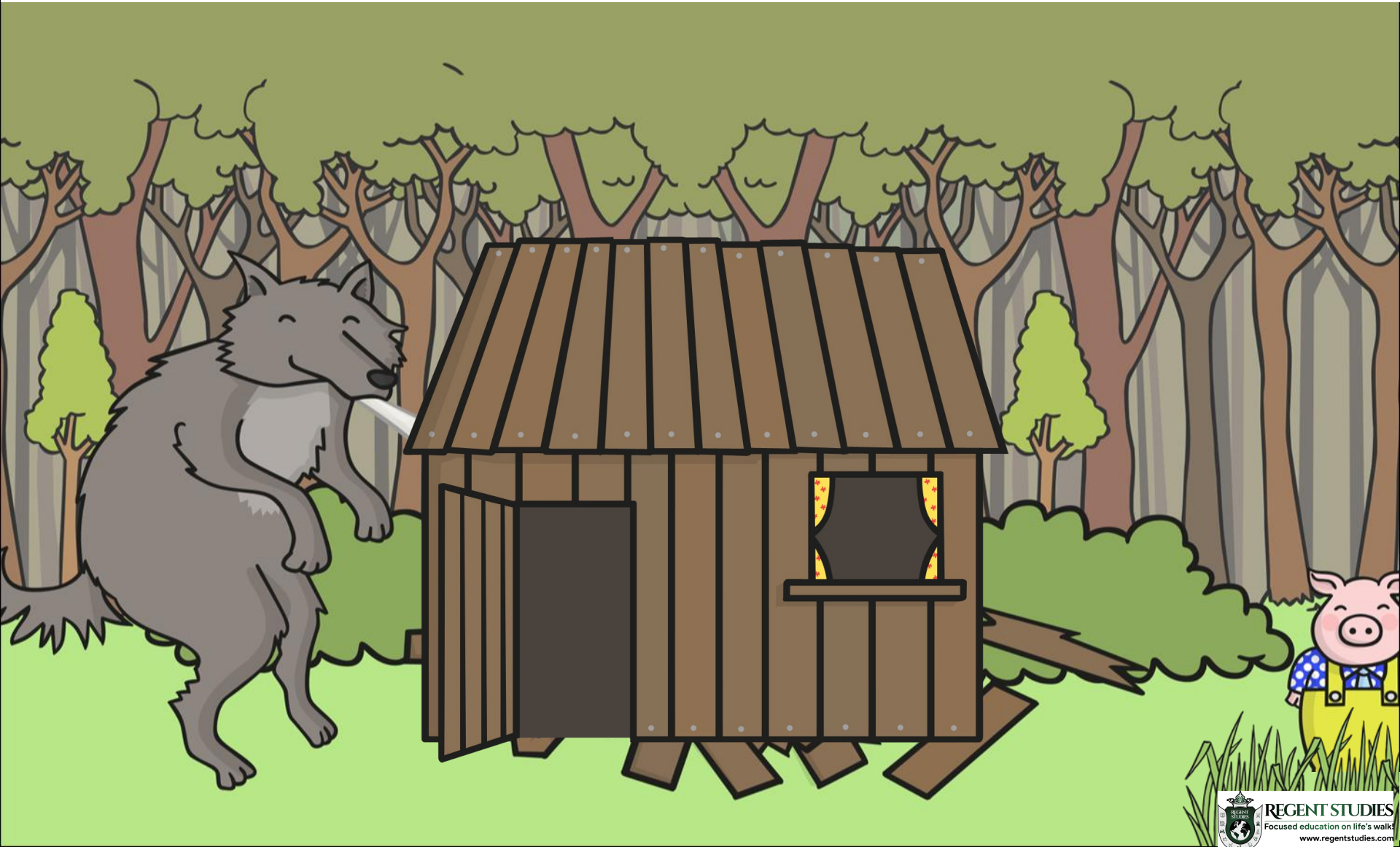
“Not by the hair on my chinny, chin, chin!” cried the second little pig.



“Then I’ll huff and I’ll puff and I’ll blow your house down!” growled the big bad wolf.



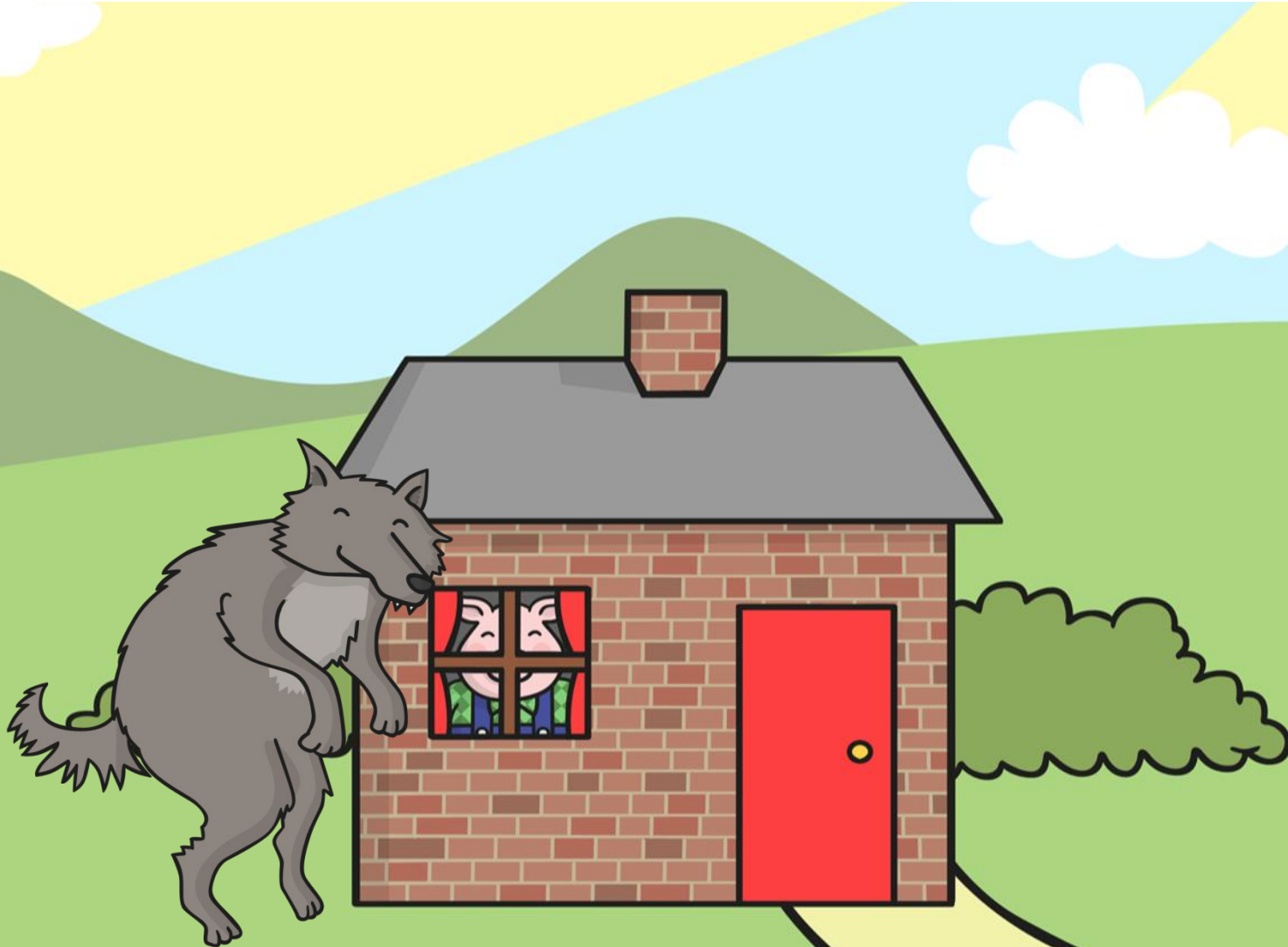
So he huffed and he puffed and he blew the house down!
The two little pigs escaped and ran to join their brother in the house
made of bricks.



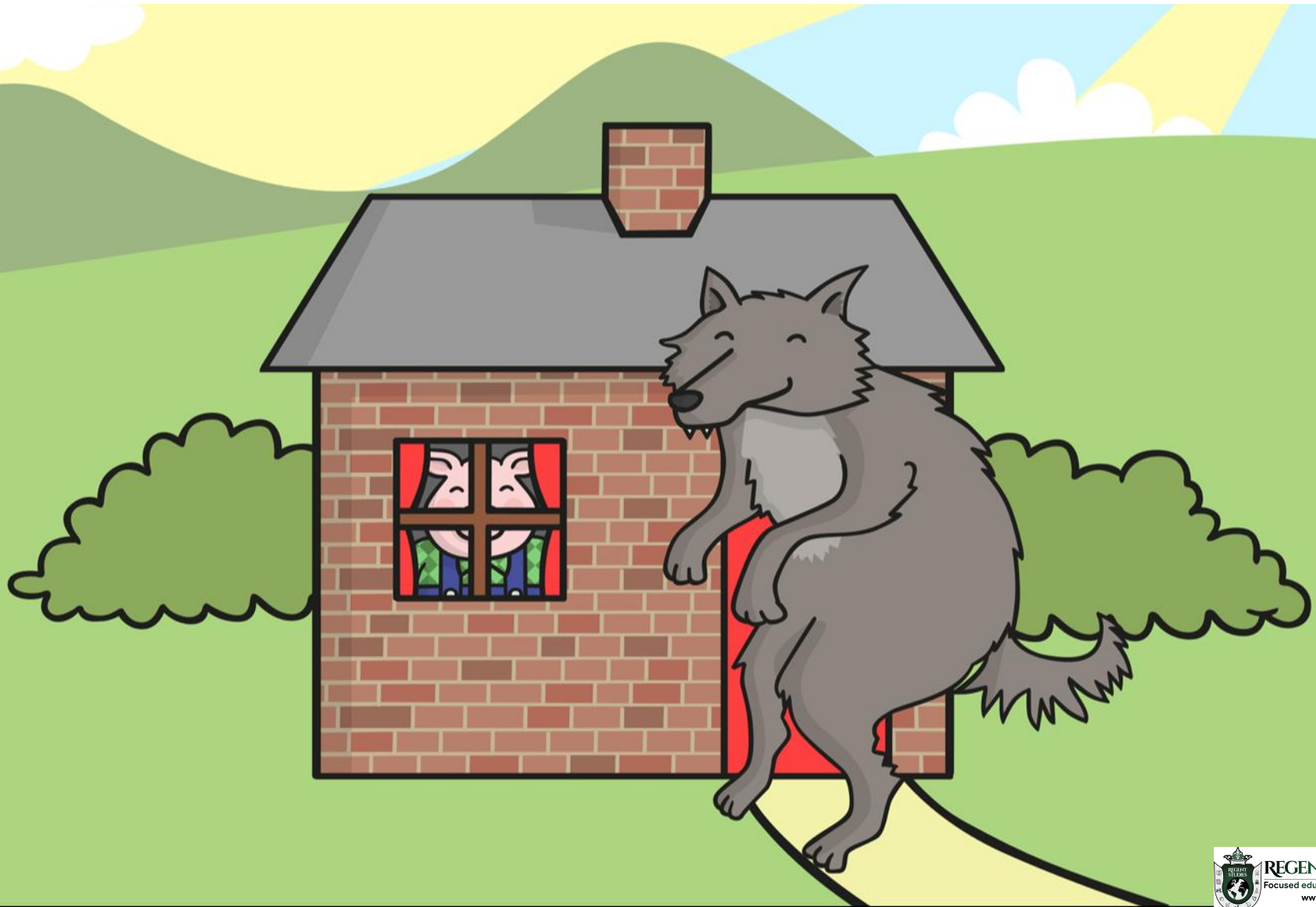
The big bad wolf followed the pigs to the house made of bricks.

“Little pig, little pig, let me come in,” he snarled.

“Not by the hair on my chinny, chin, chin!” cried the third little pig.



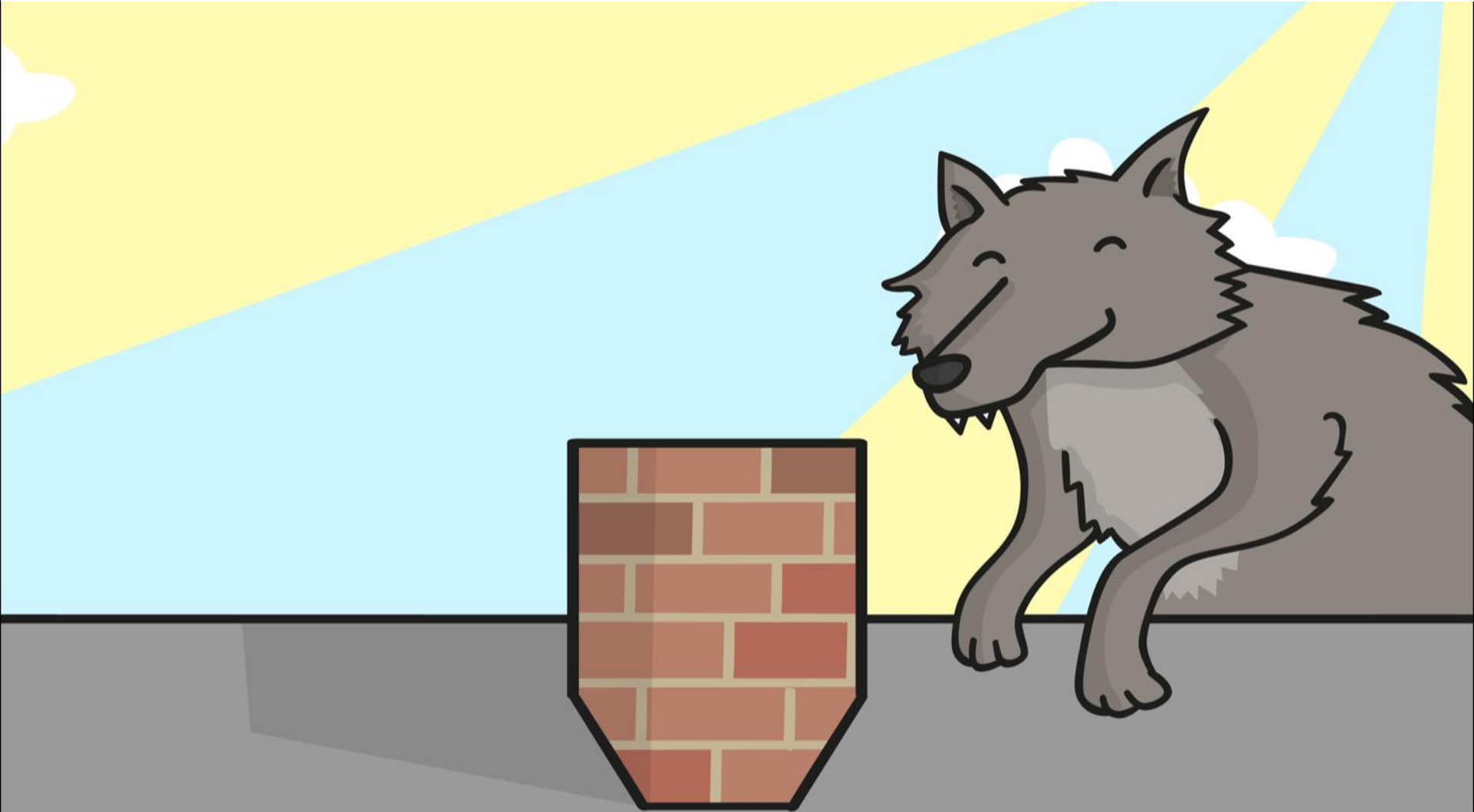
“Then I’ll huff and I’ll puff and I’ll blow your house down!” growled the big bad wolf.



He huffed and he puffed, but the house was too strong. He could not blow it down!



This made the big bad wolf very angry.
He climbed onto the roof of the house so he could crawl down the chimney.



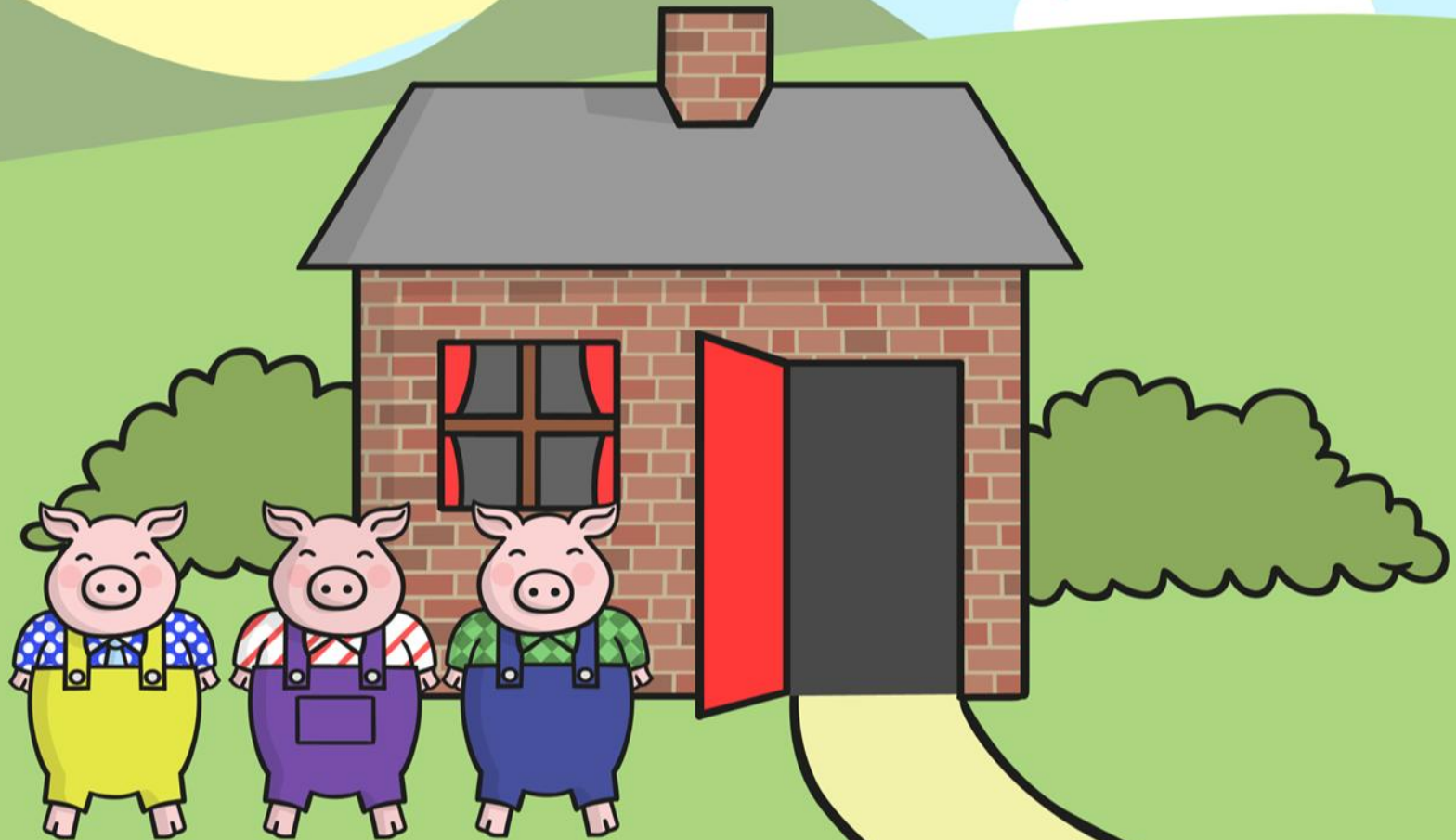
The big bad wolf was in for a big surprise!
The third little pig had been cooking a big pot of stew and **SPLASH!**
The wolf fell right into the pot!



The wolf was very shocked. He jumped out of the pot and ran straight out of the house. He never came back again.



The little pigs lived happily ever after in the house made of bricks.



The End



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 D

In a story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), join in with predictable phrases or refrains.

Task

Activity One – Head, Shoulders, Knees and Toes

Use the [Head, Shoulders, Knees and Toes PowerPoint](#) to sing Head, Shoulders, Knees and Toes with the pupils. Use the [Head Shoulders Knees and Toes Posters as a visual cue](#).

Encourage pupils to join in with the repeated phrases and refrains in the song. Sing part of the predictable phrase or refrain and listen to hear if pupils are able to fill in the gaps with the correct words.

The Three Little Pigs

Use [The Three Little Pigs Story PowerPoint](#) or [The Three Little Pigs Sensory Story](#). Encourage the pupils to join in with the predictable phrases and refrains, such as 'Little pig, little pig, let me come in'. Say part of the predictable phrase or refrain and listen to hear if pupils are able to fill in the gaps with the correct words.

Familiar Story

Use other familiar stories, such as The Gingerbread Man or The Three Billy Goats Gruff; retell the stories together and encourage pupils to join in with the predictable phrases and refrains, such as 'Run, run, as fast as you can! You can't catch me I'm the Gingerbread Man'. Say part of the predictable phrases or refrains and listen to hear if pupils are able to fill in the gaps with the correct words.

