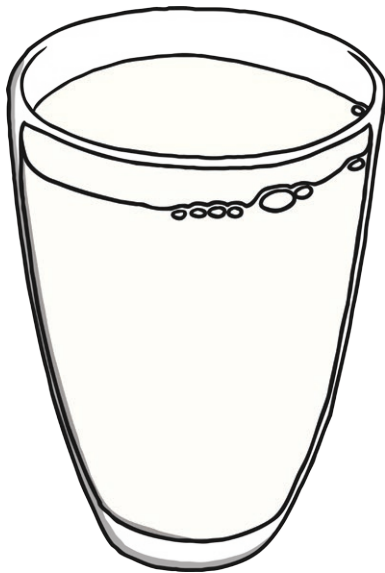


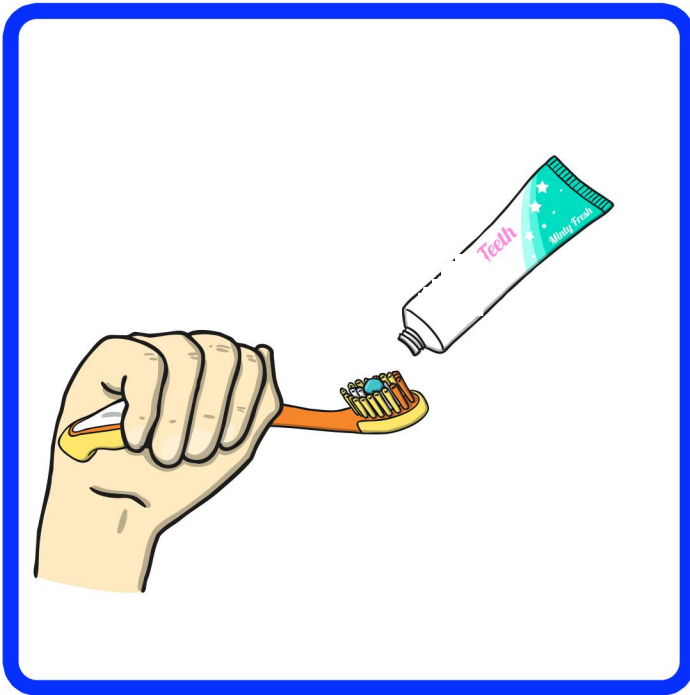


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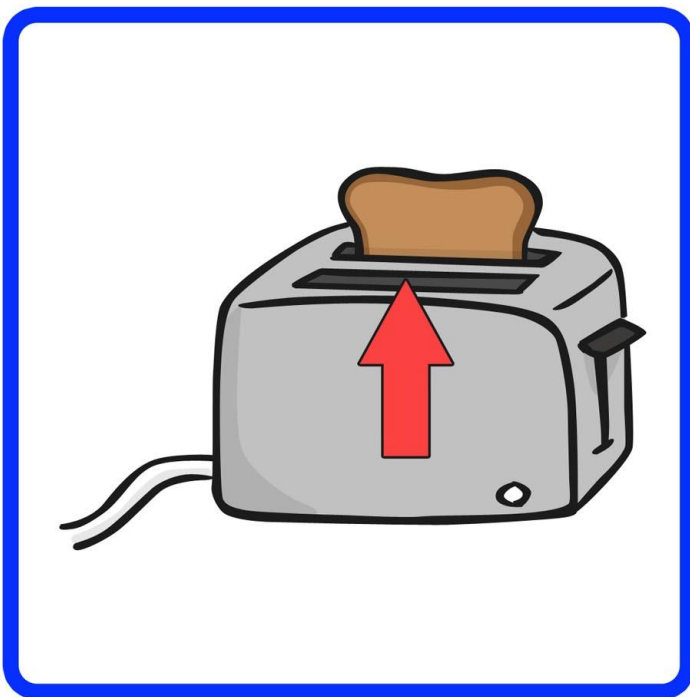
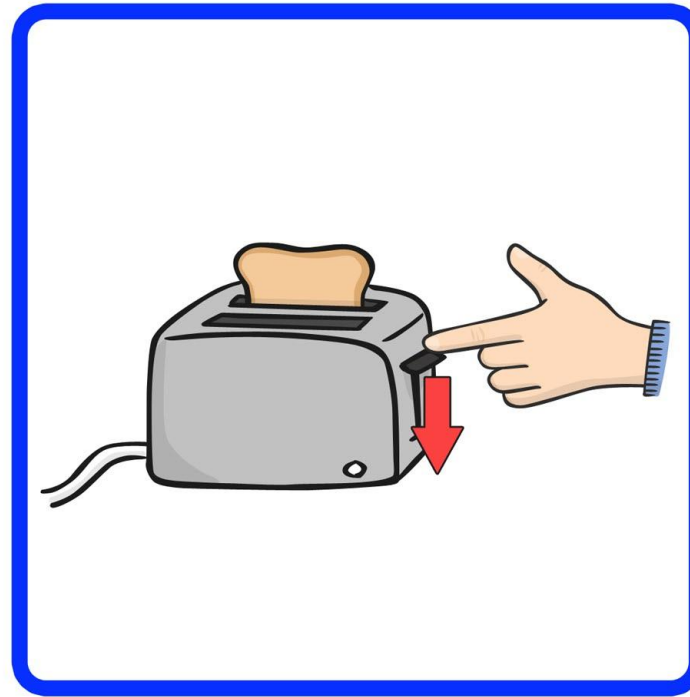
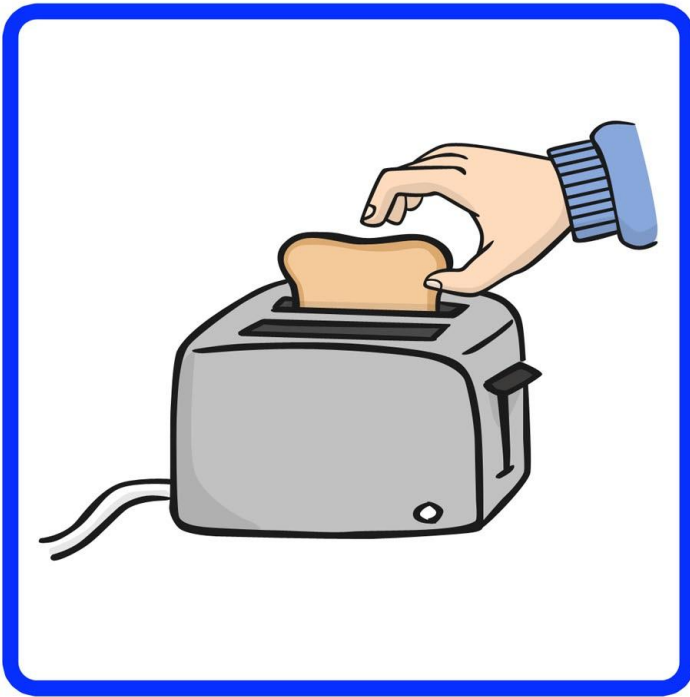
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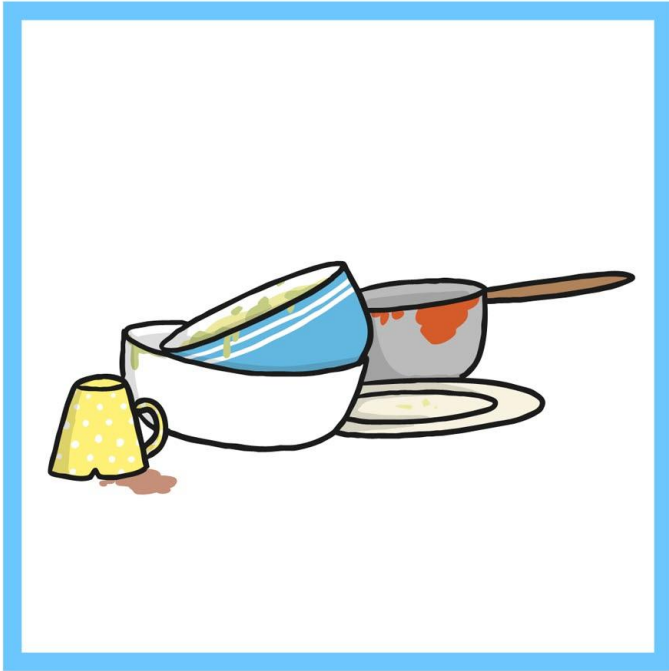














# Little Red Riding Hood





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 teeth you have,”  
said Little Red Riding Hood.  
“All the better to eat you with,” said 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.

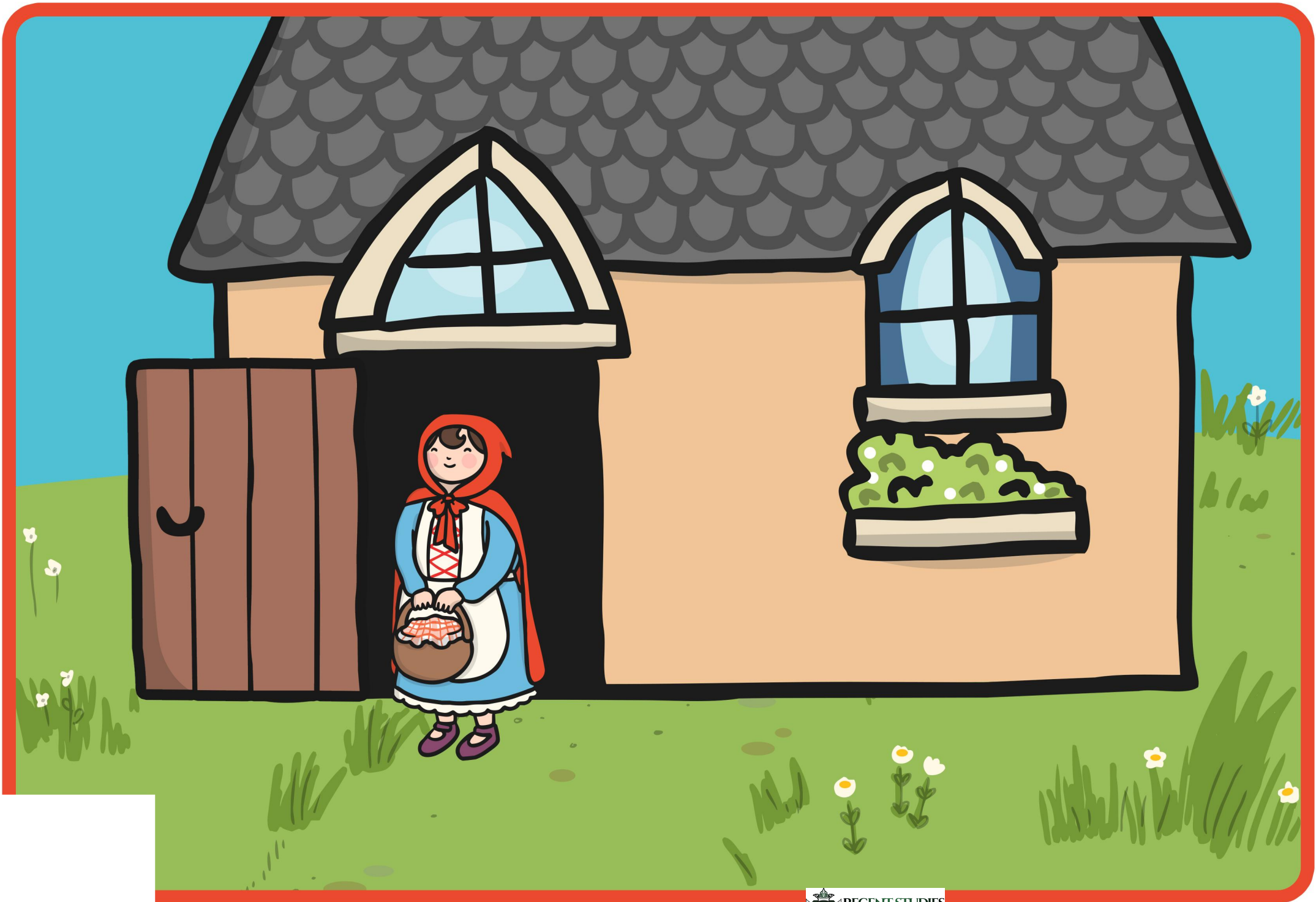






# Little Red Riding Hood







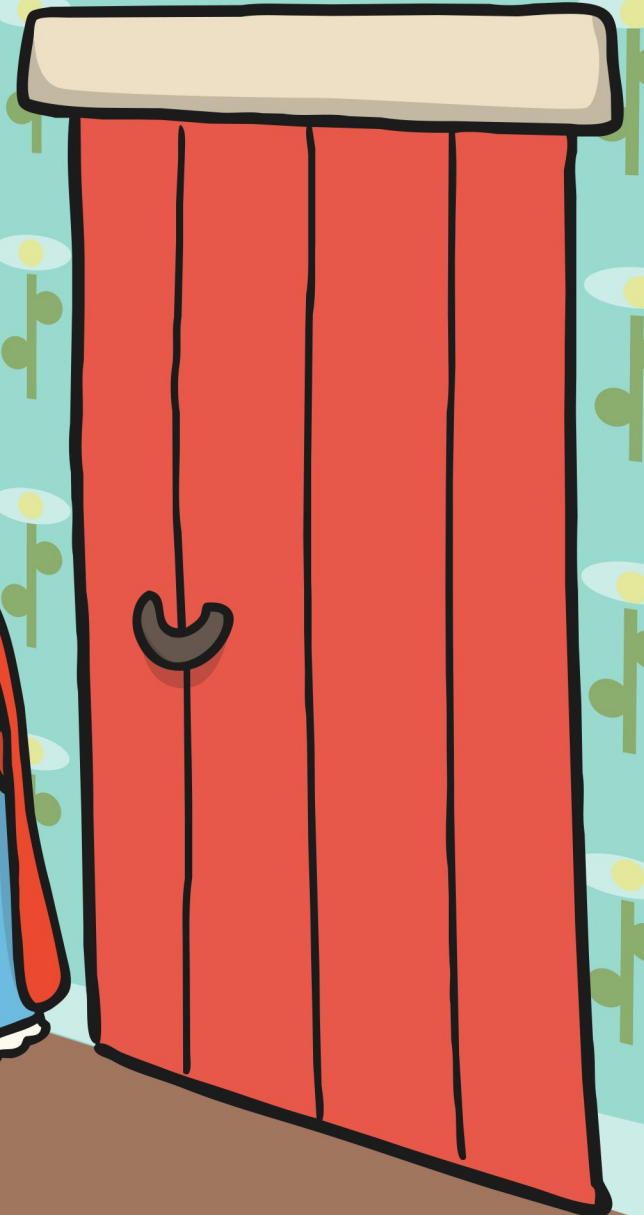




























# The End





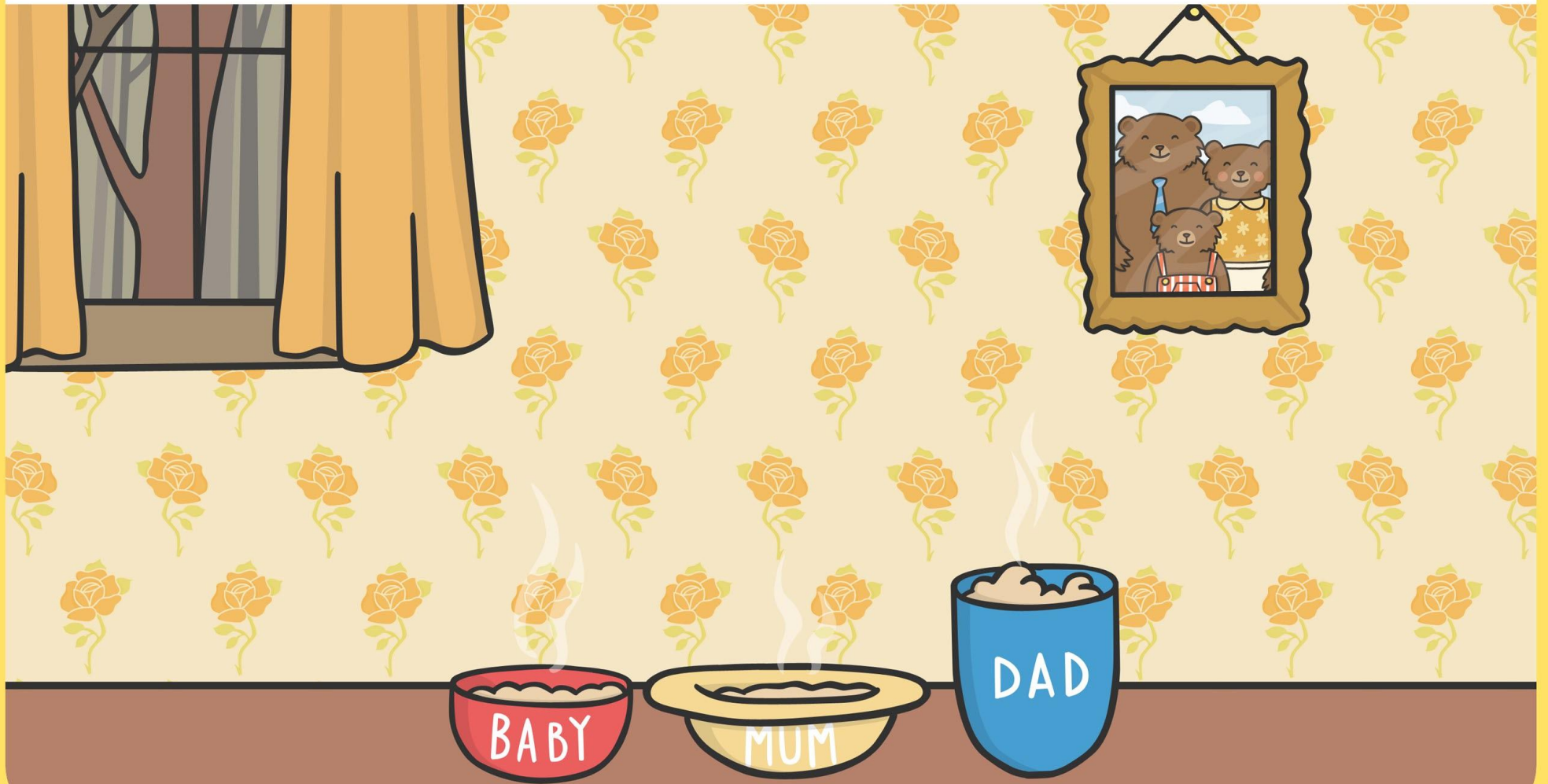
# Goldilocks and the Three Bears

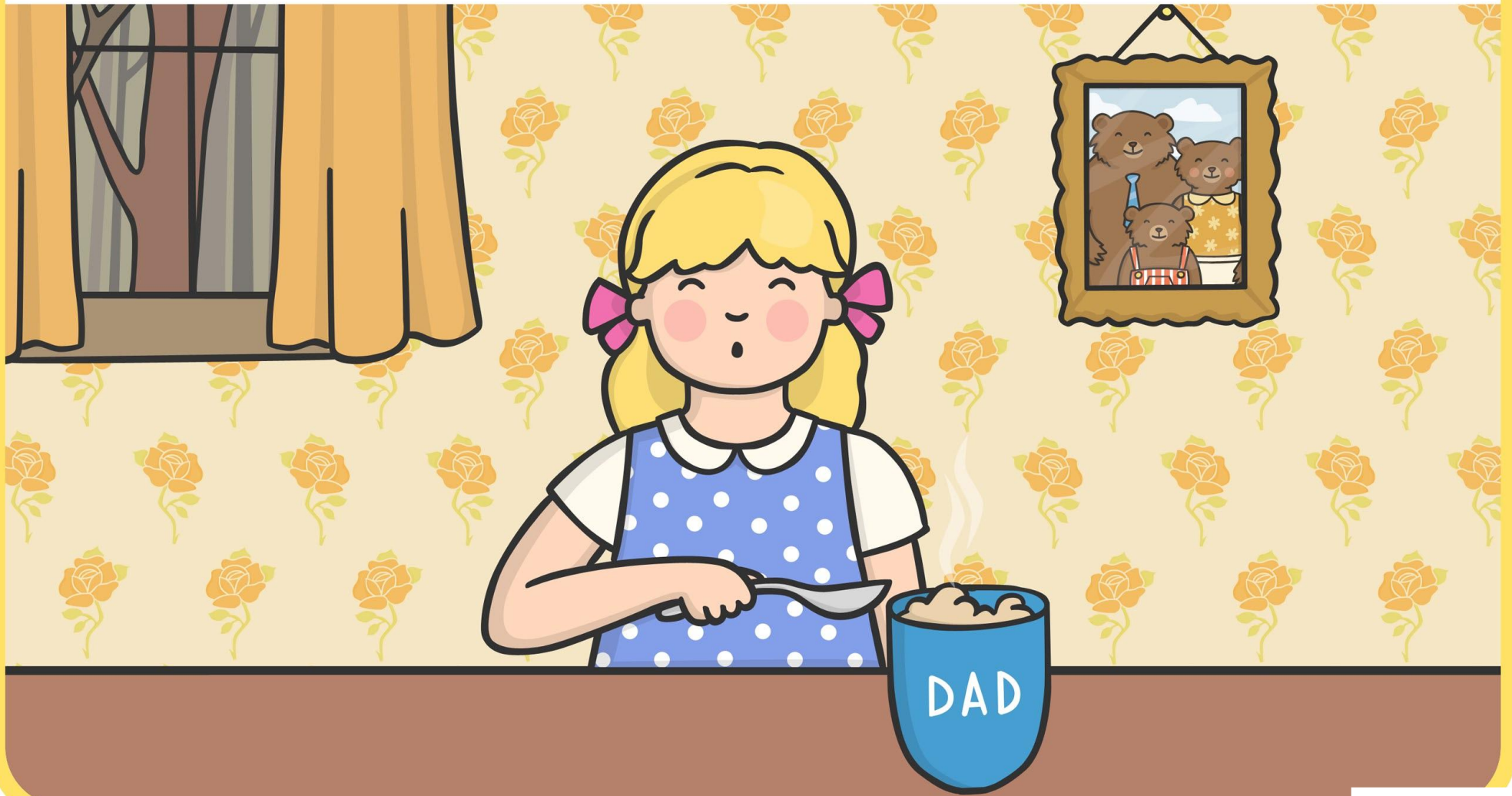


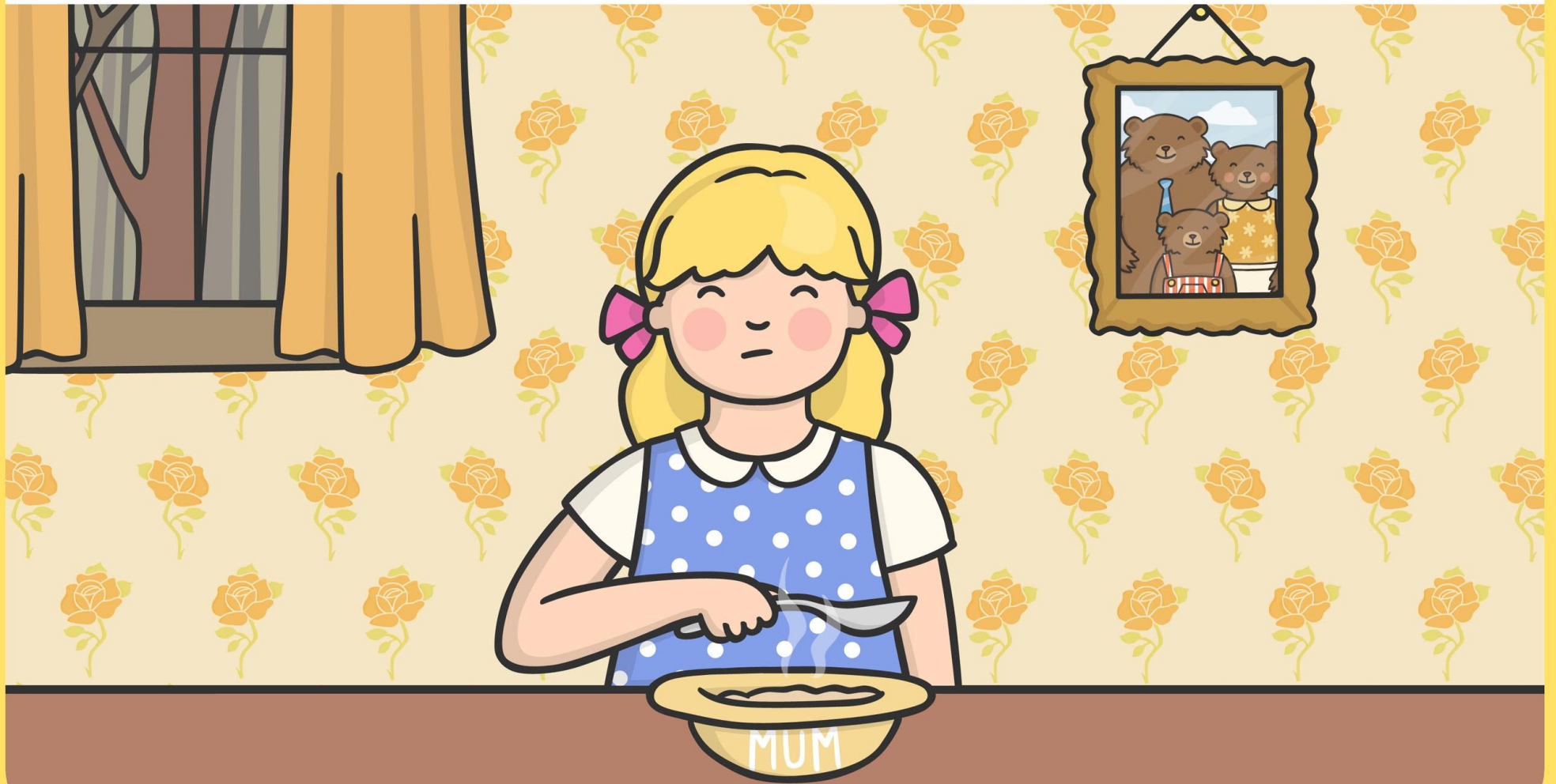






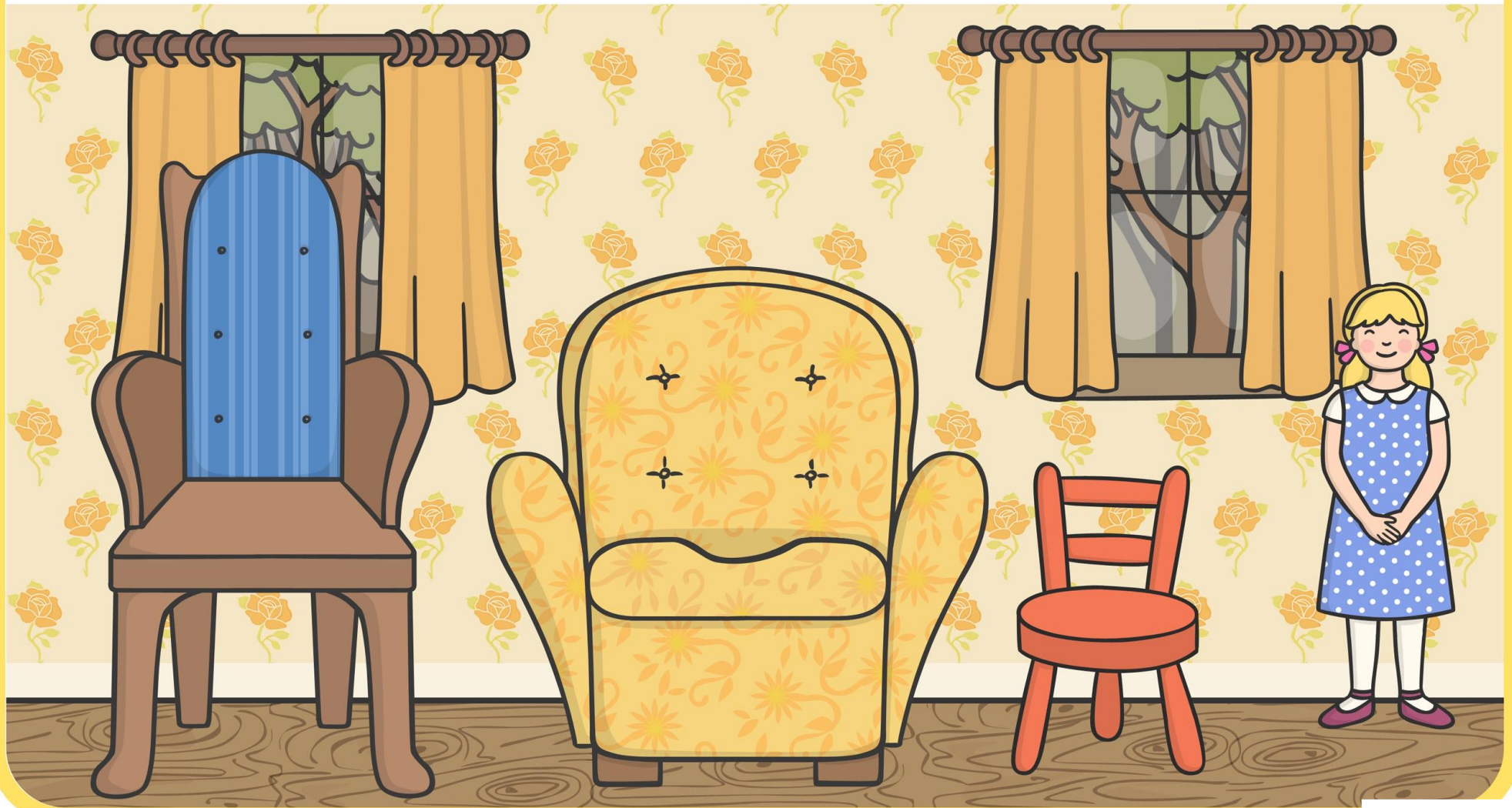




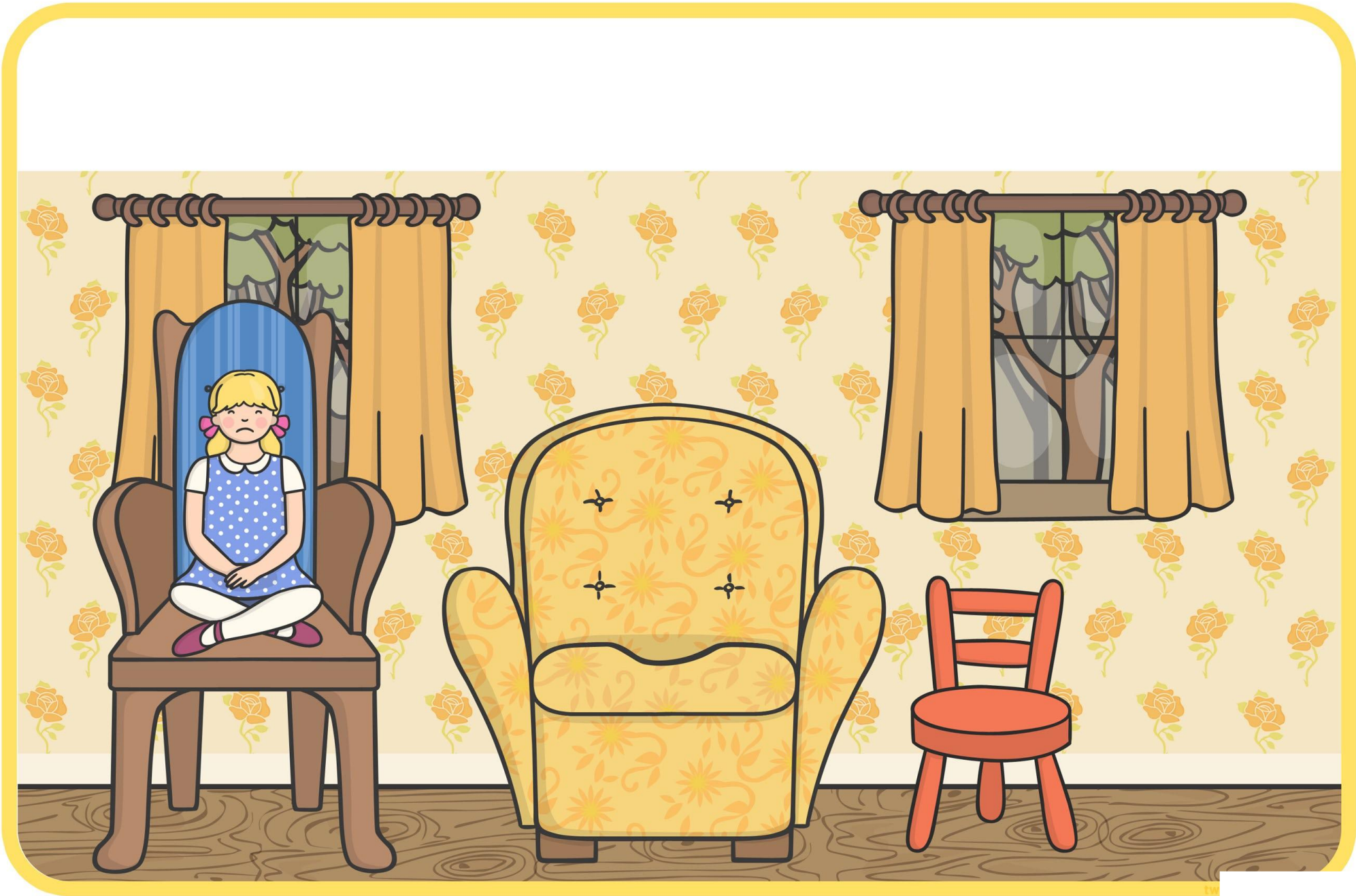




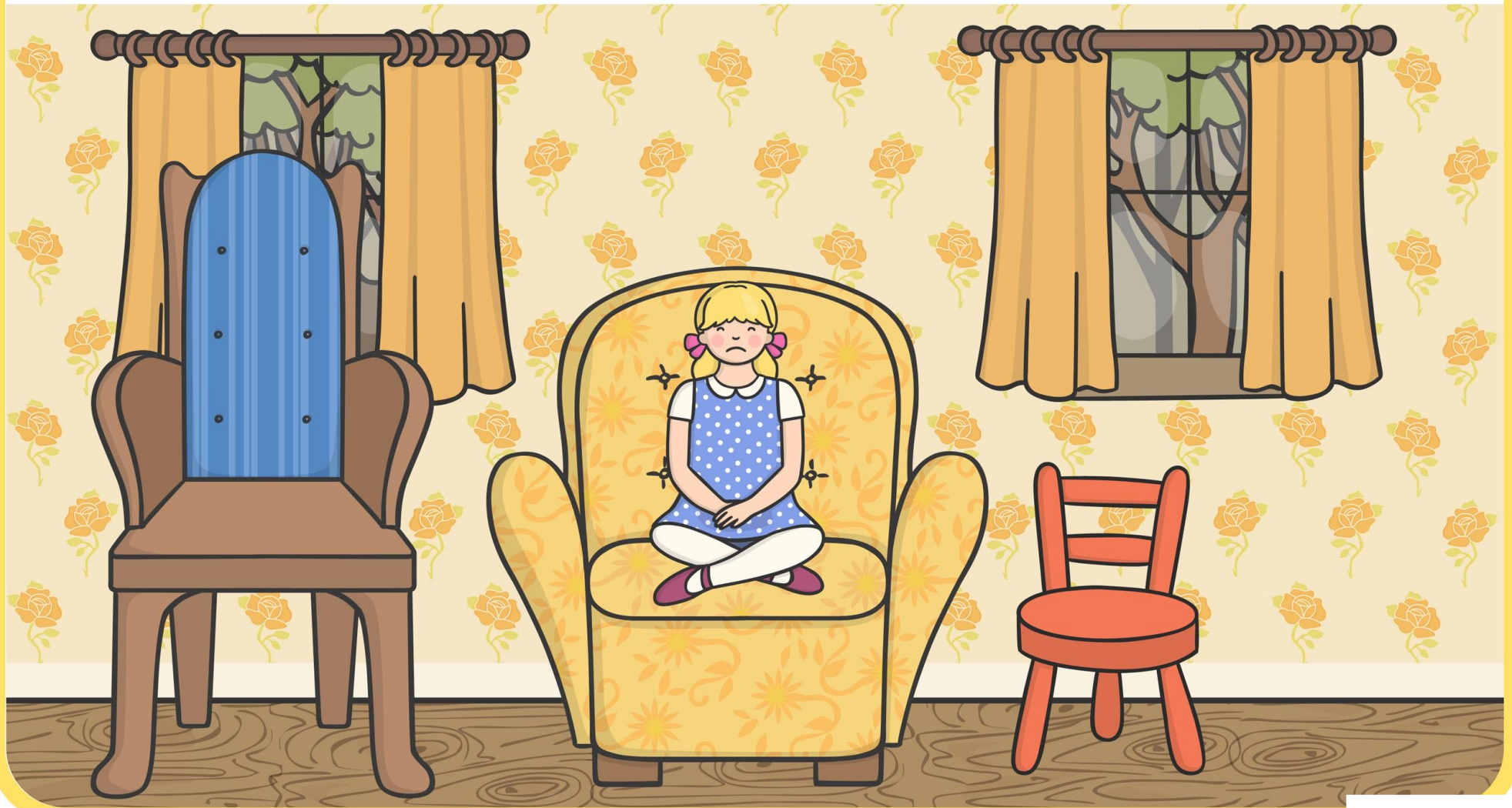


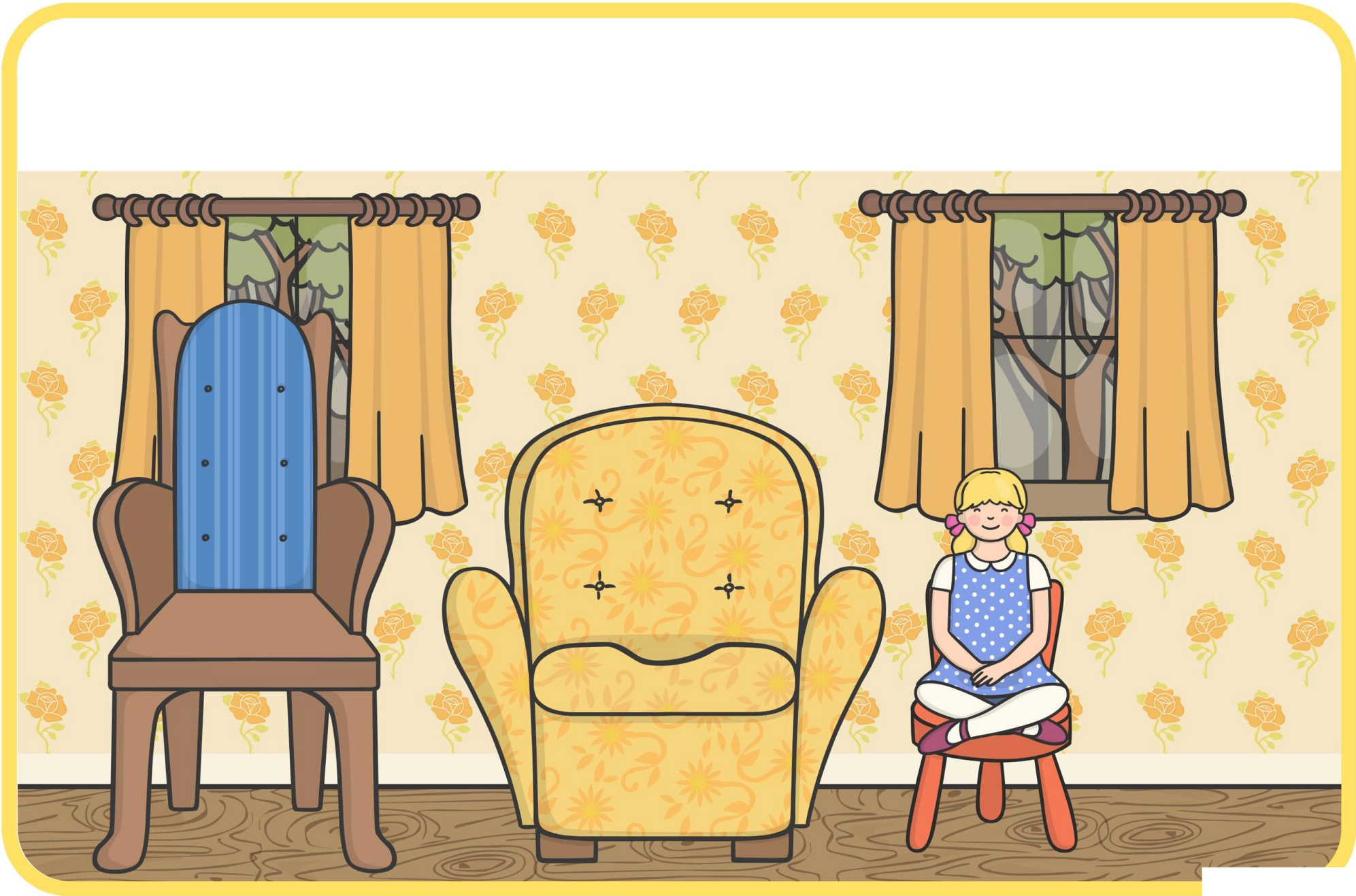




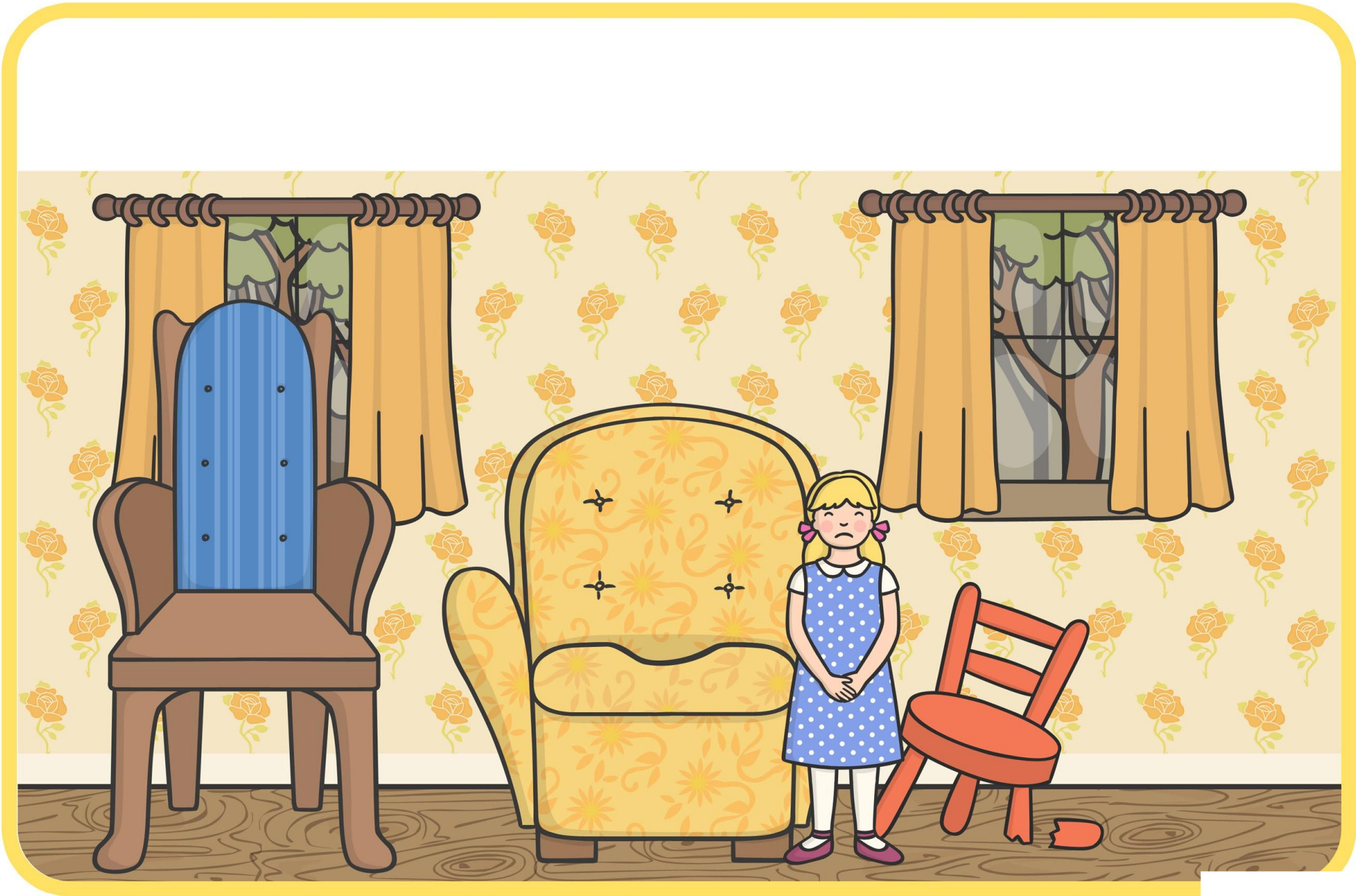




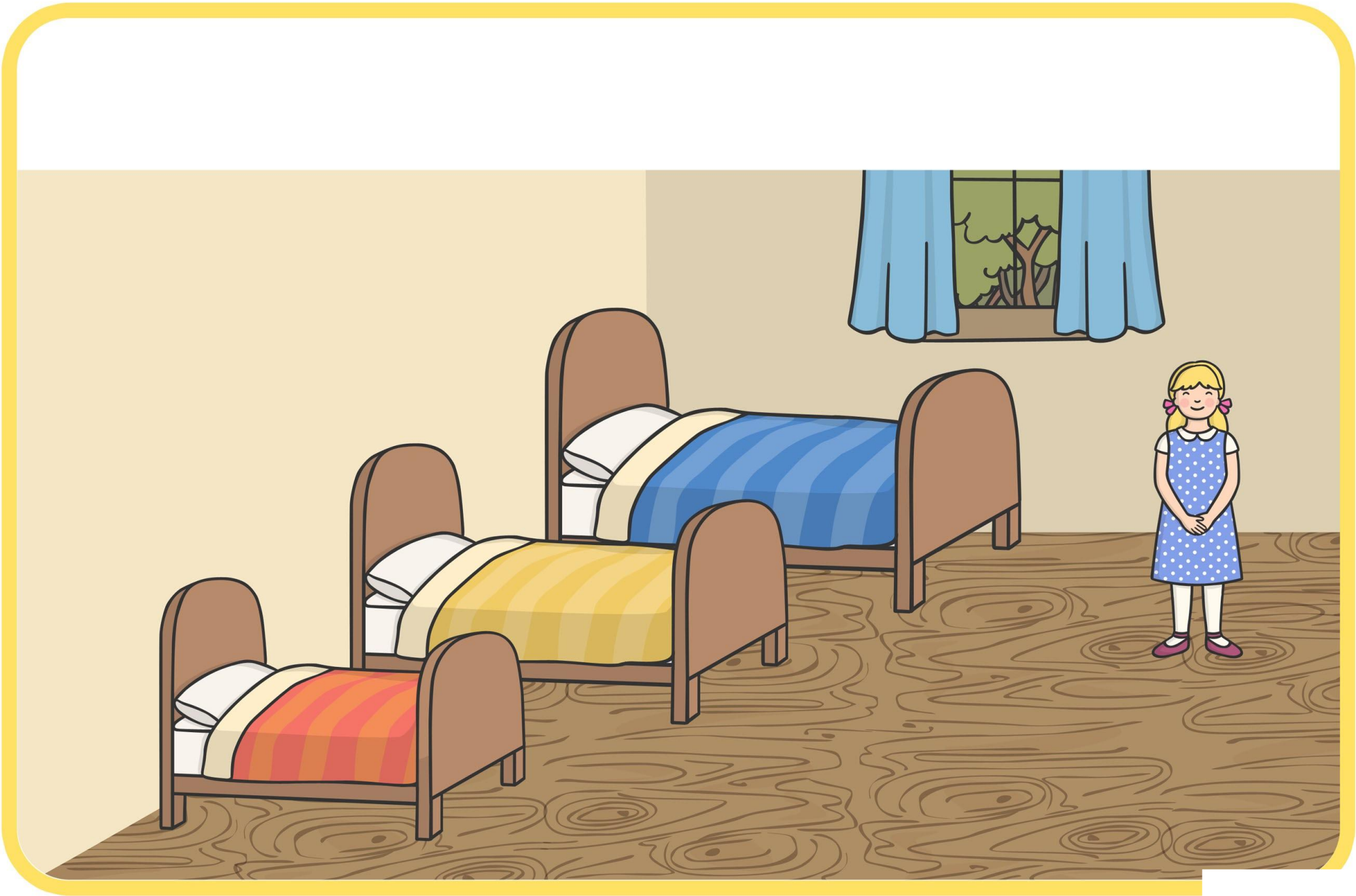


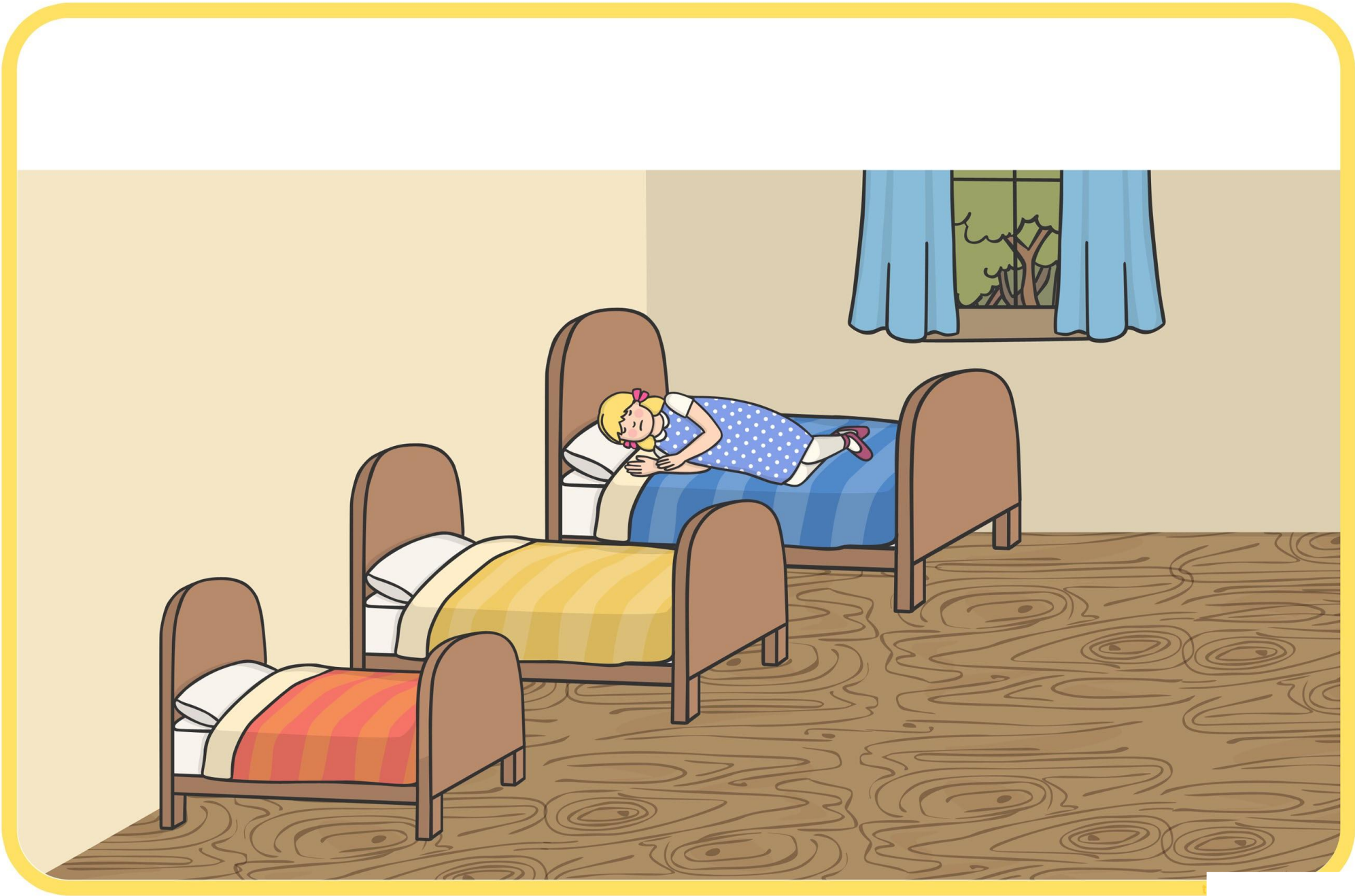


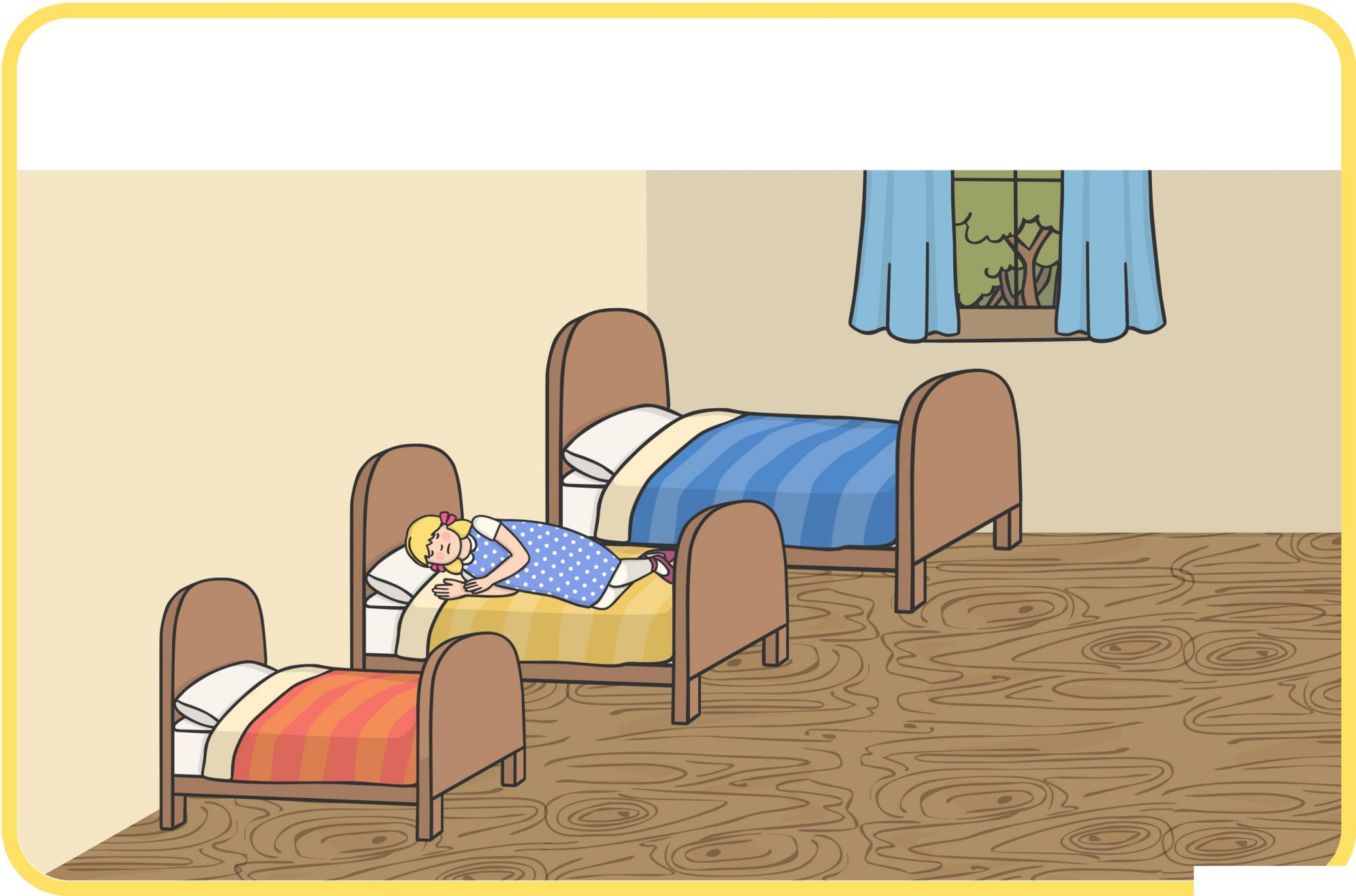




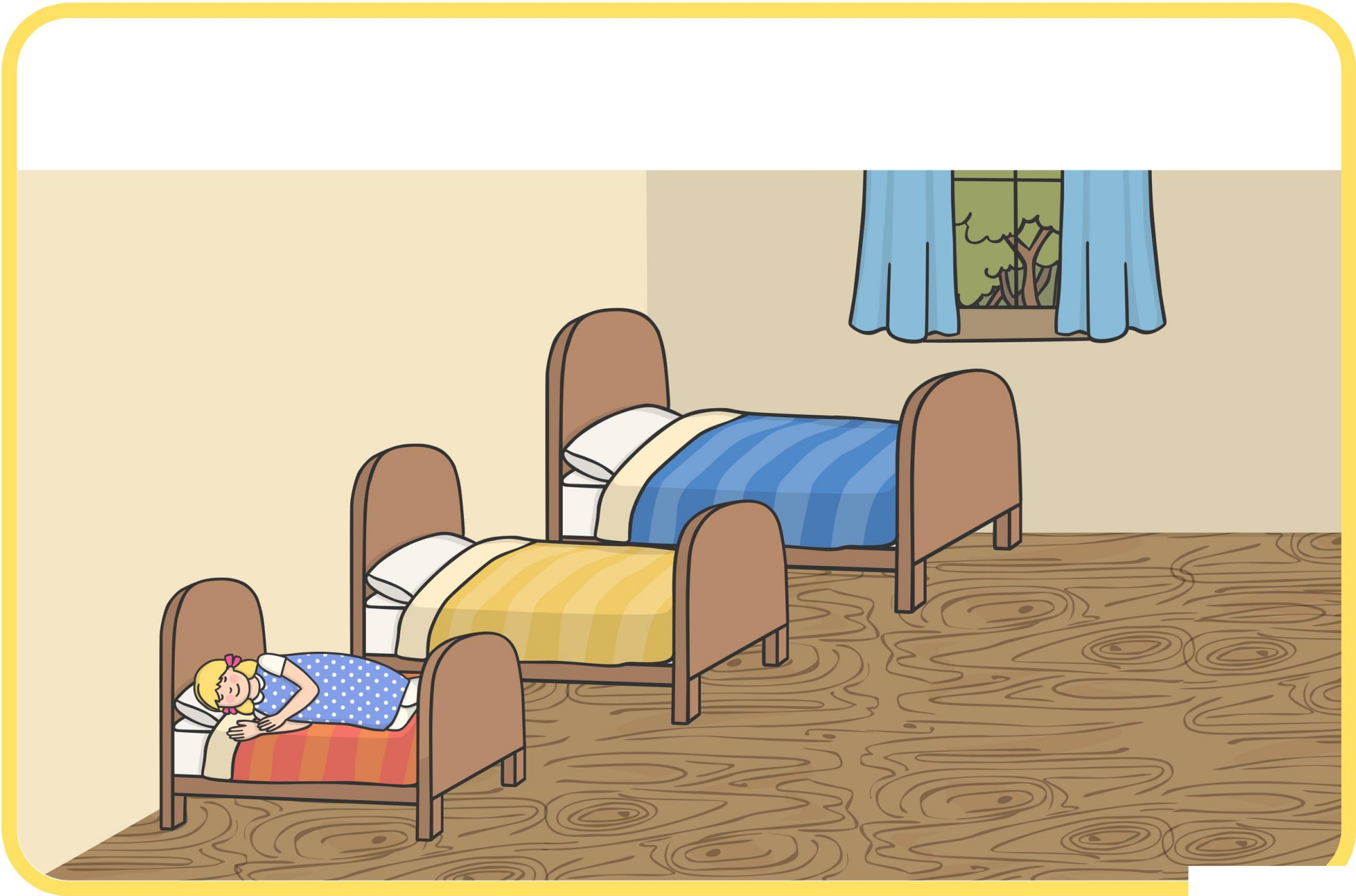




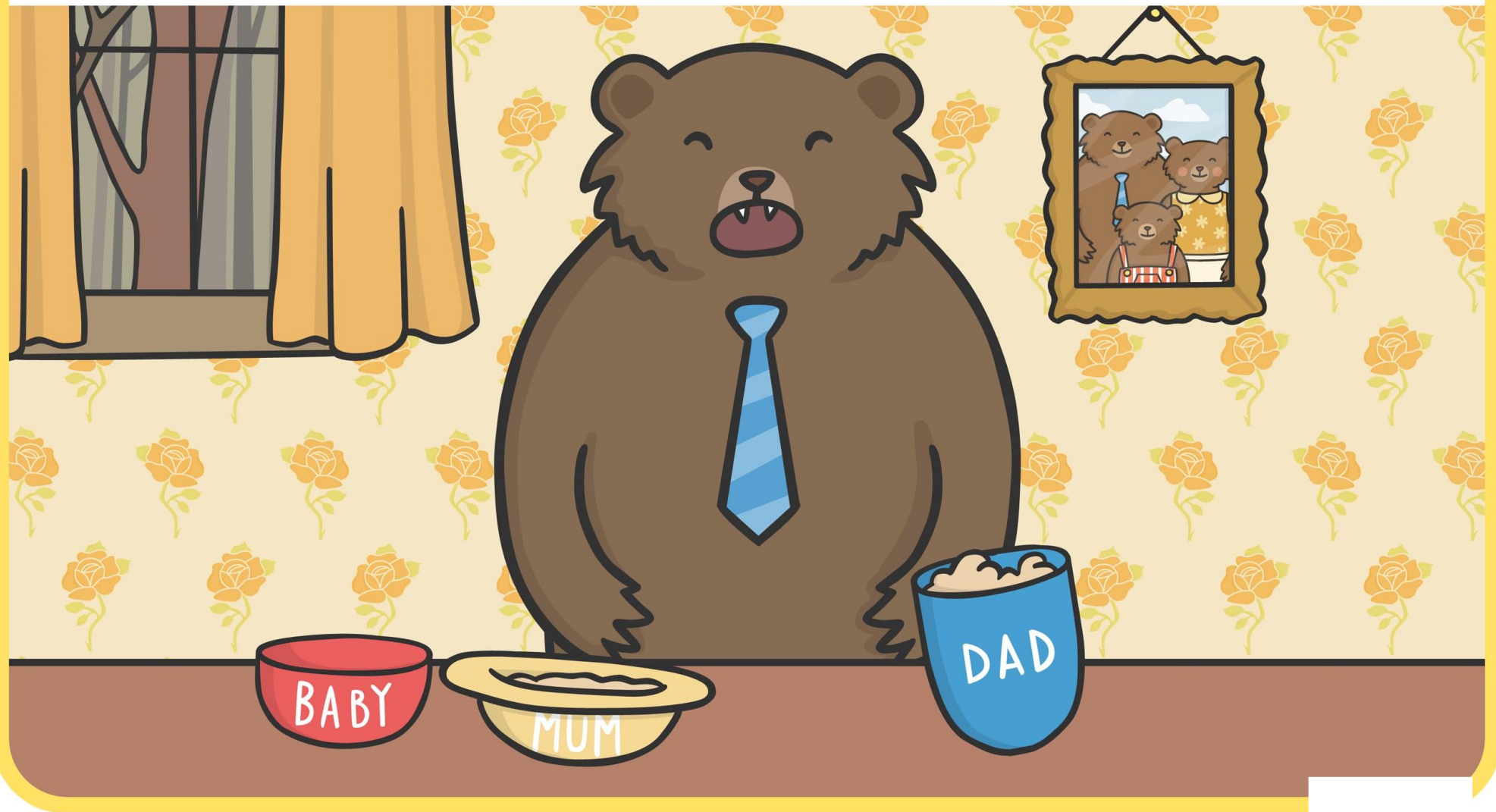






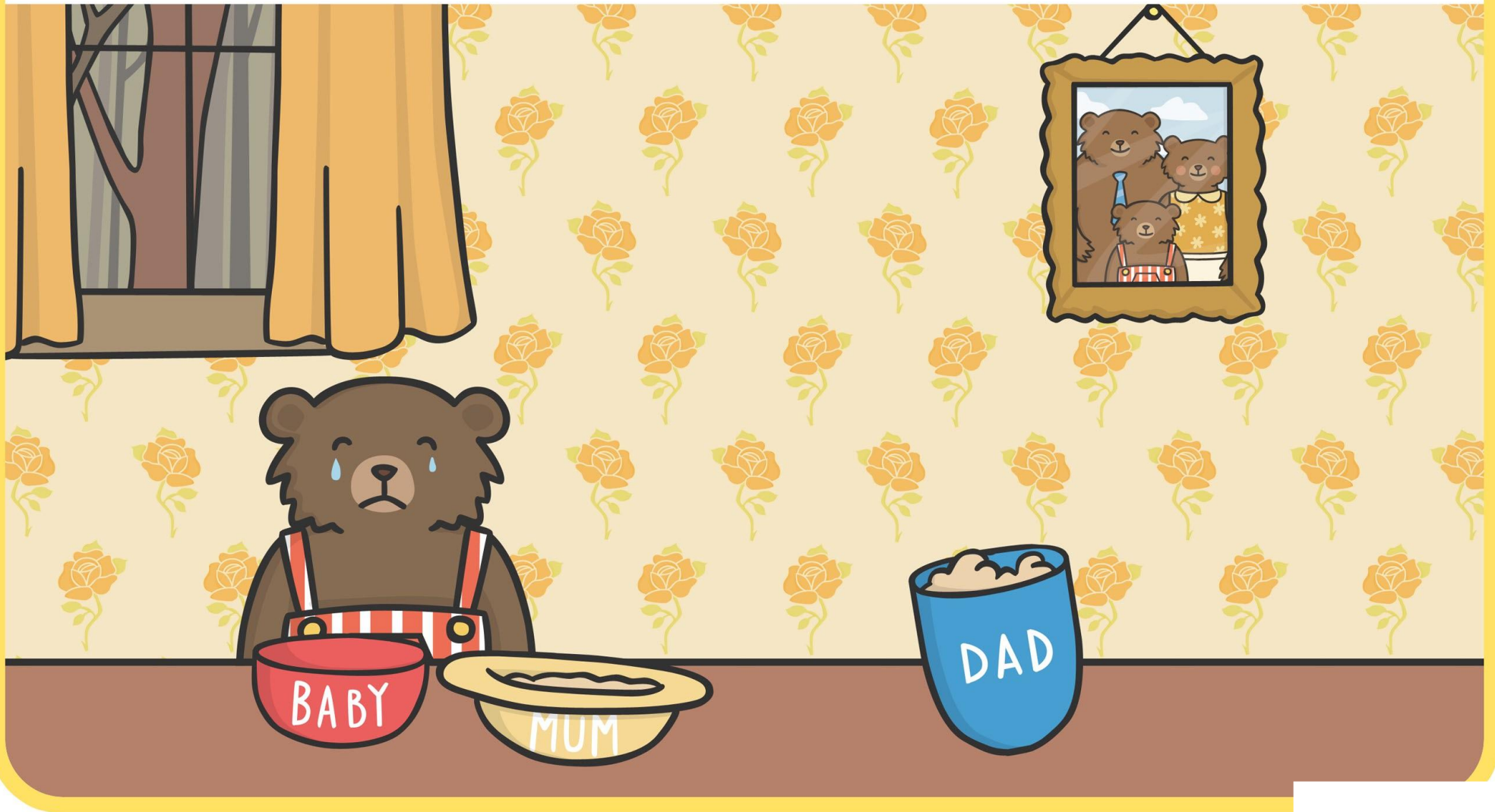




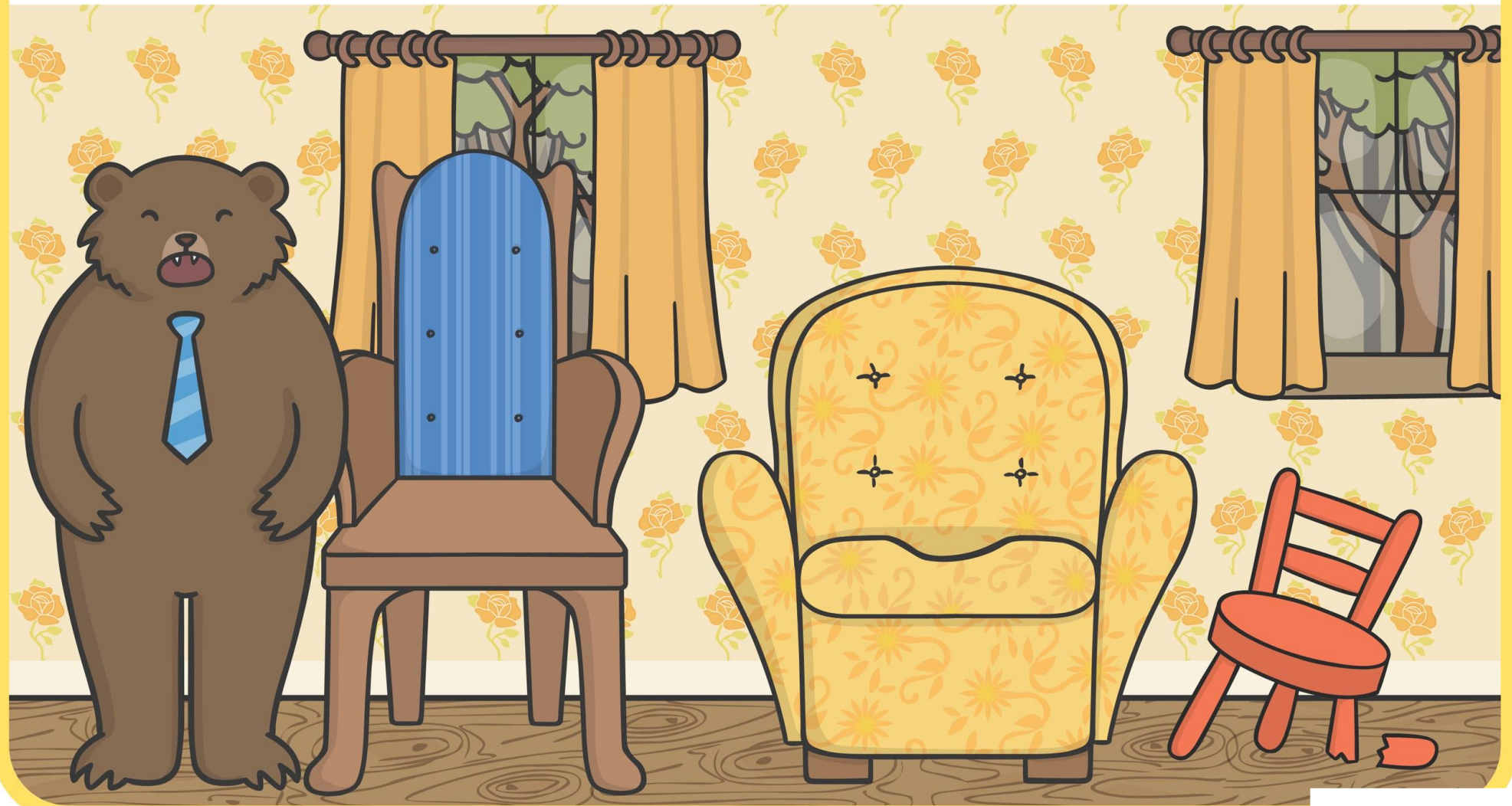




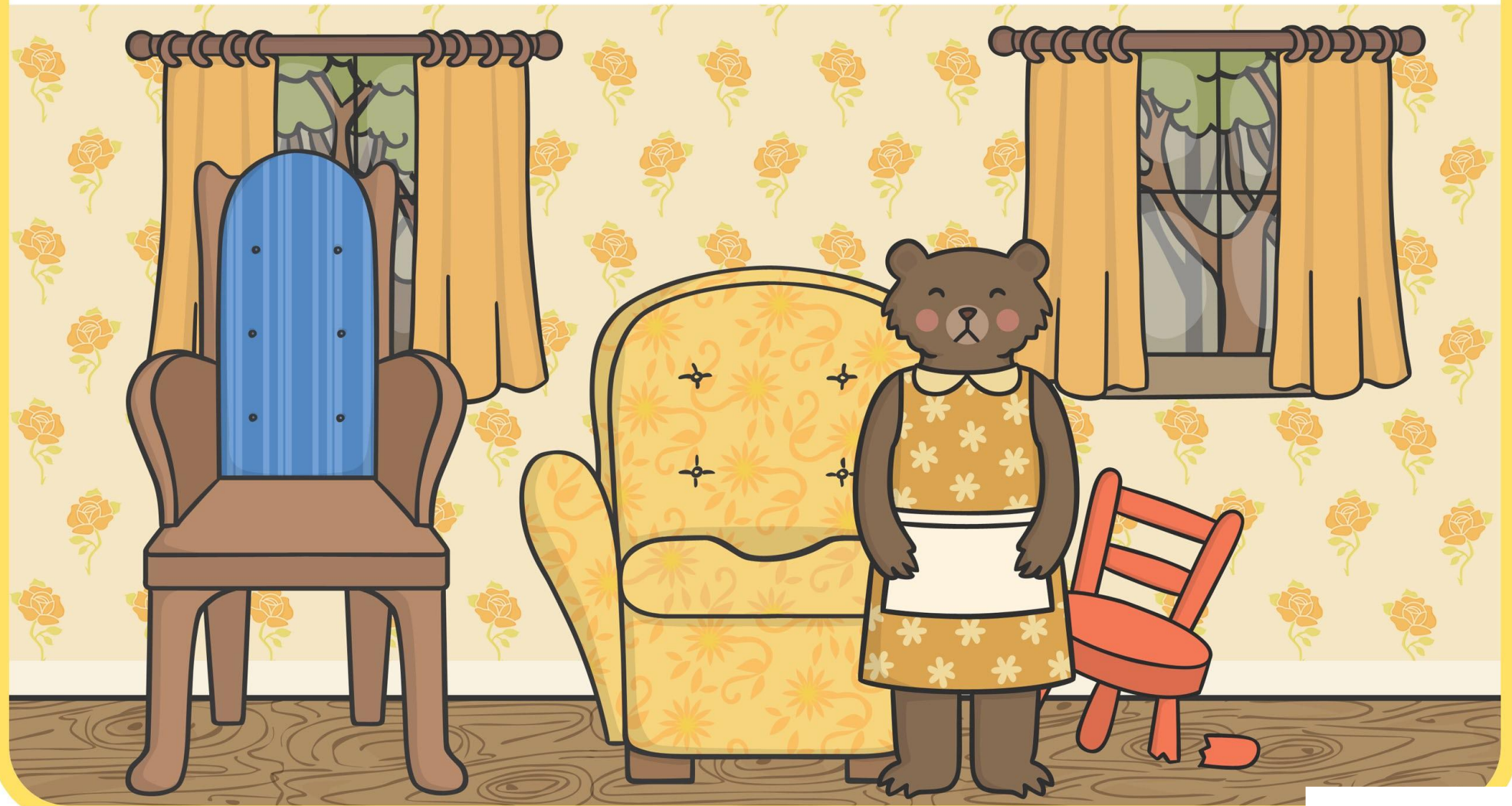


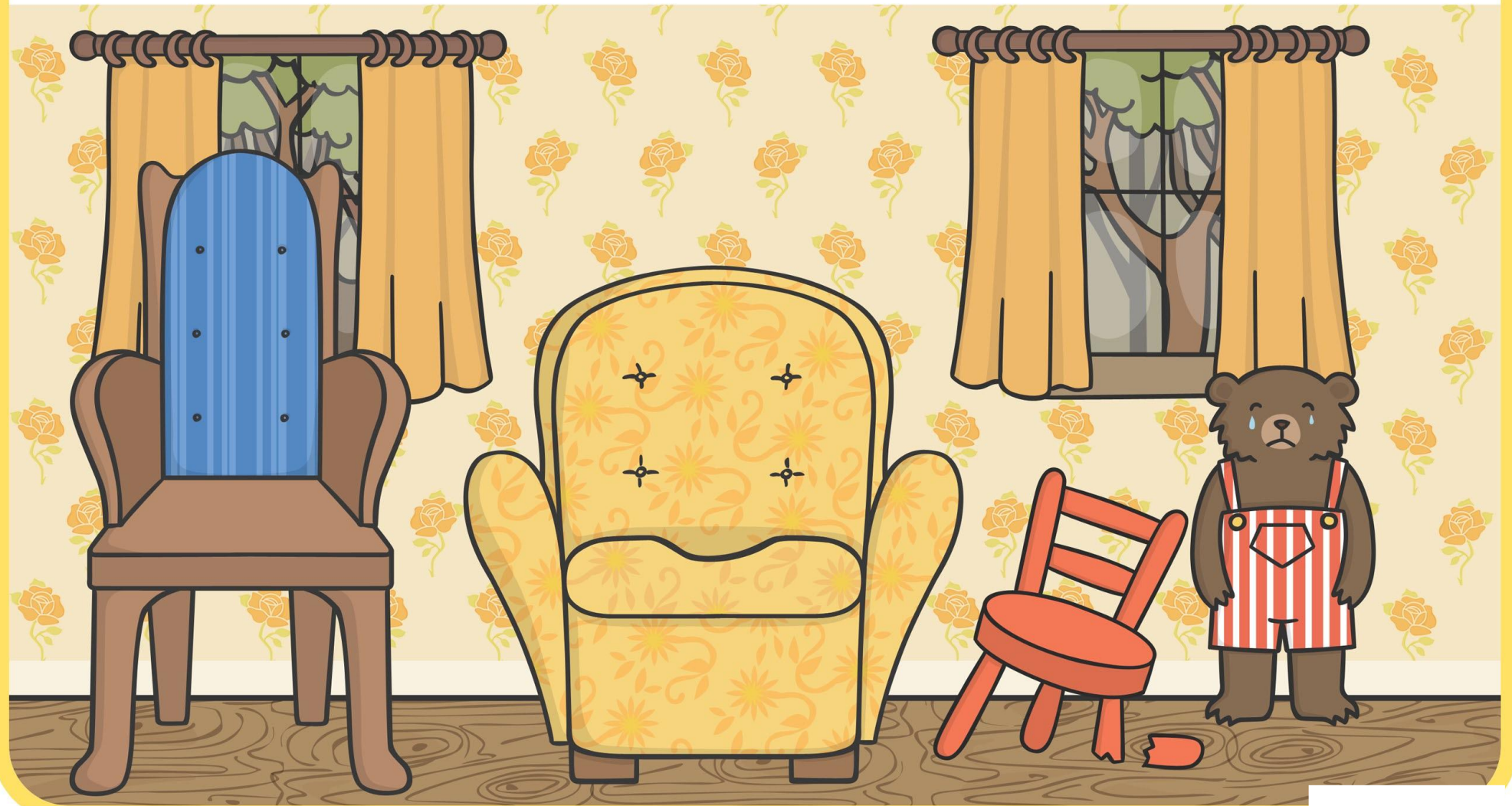




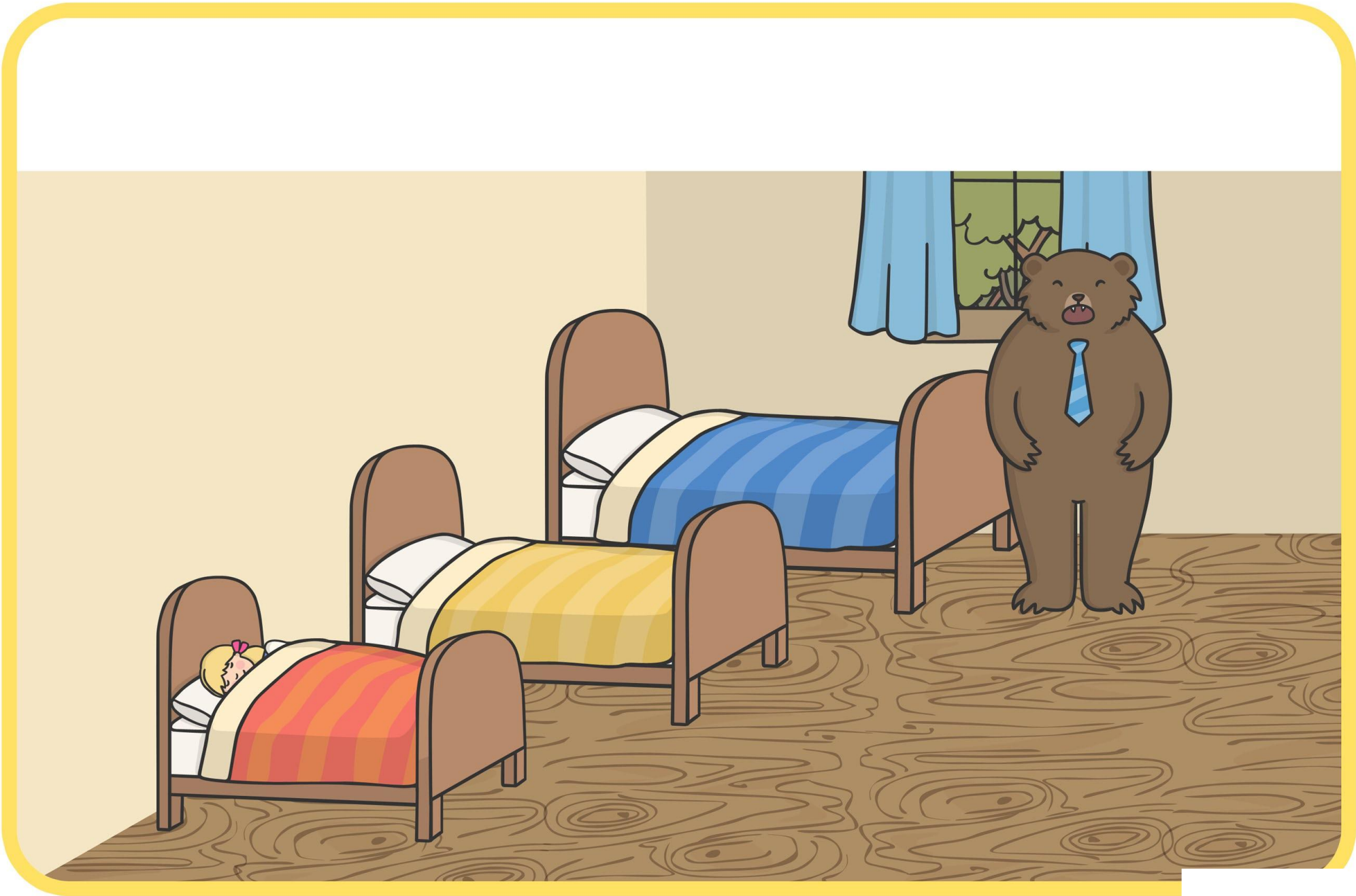




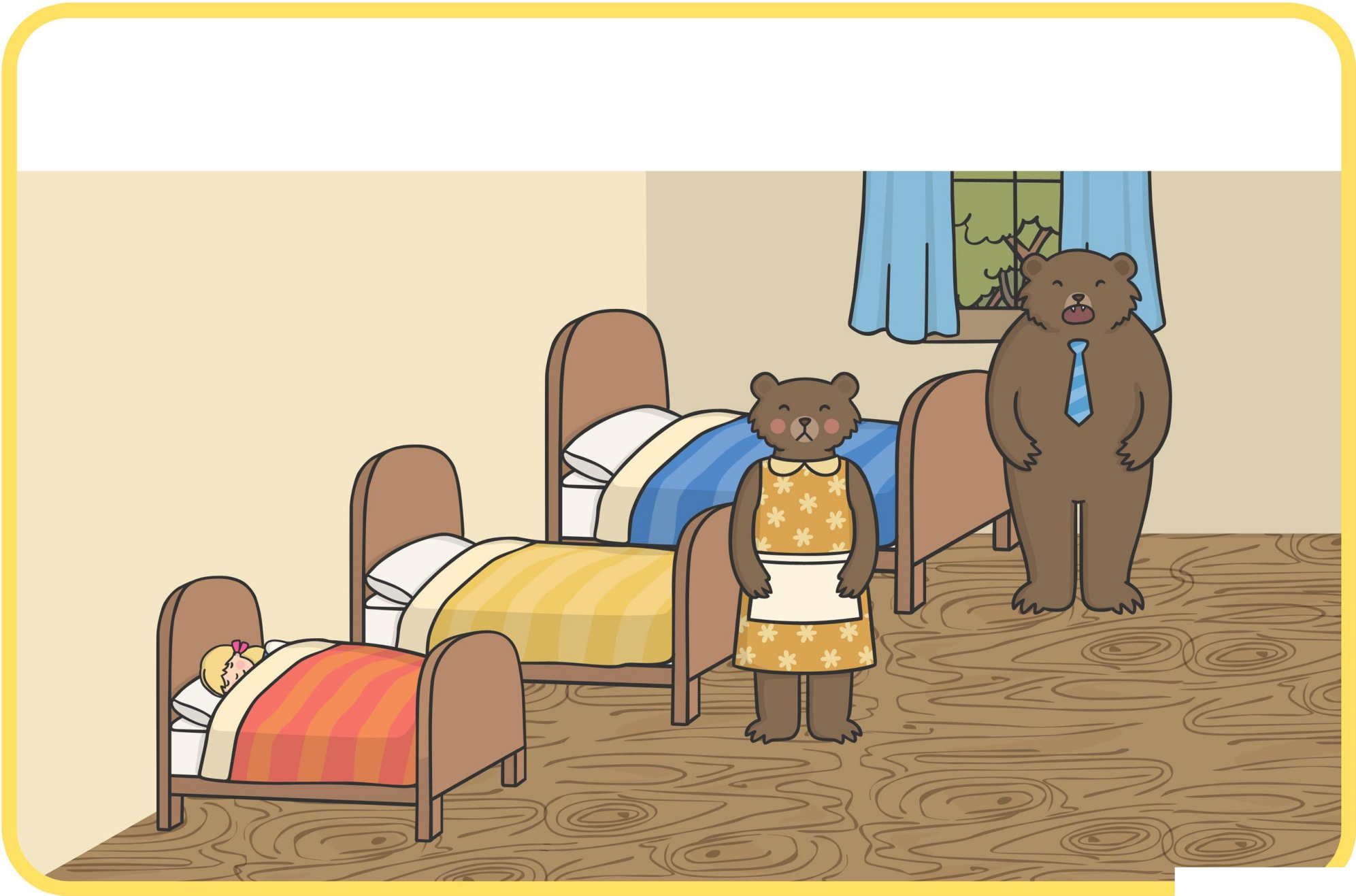




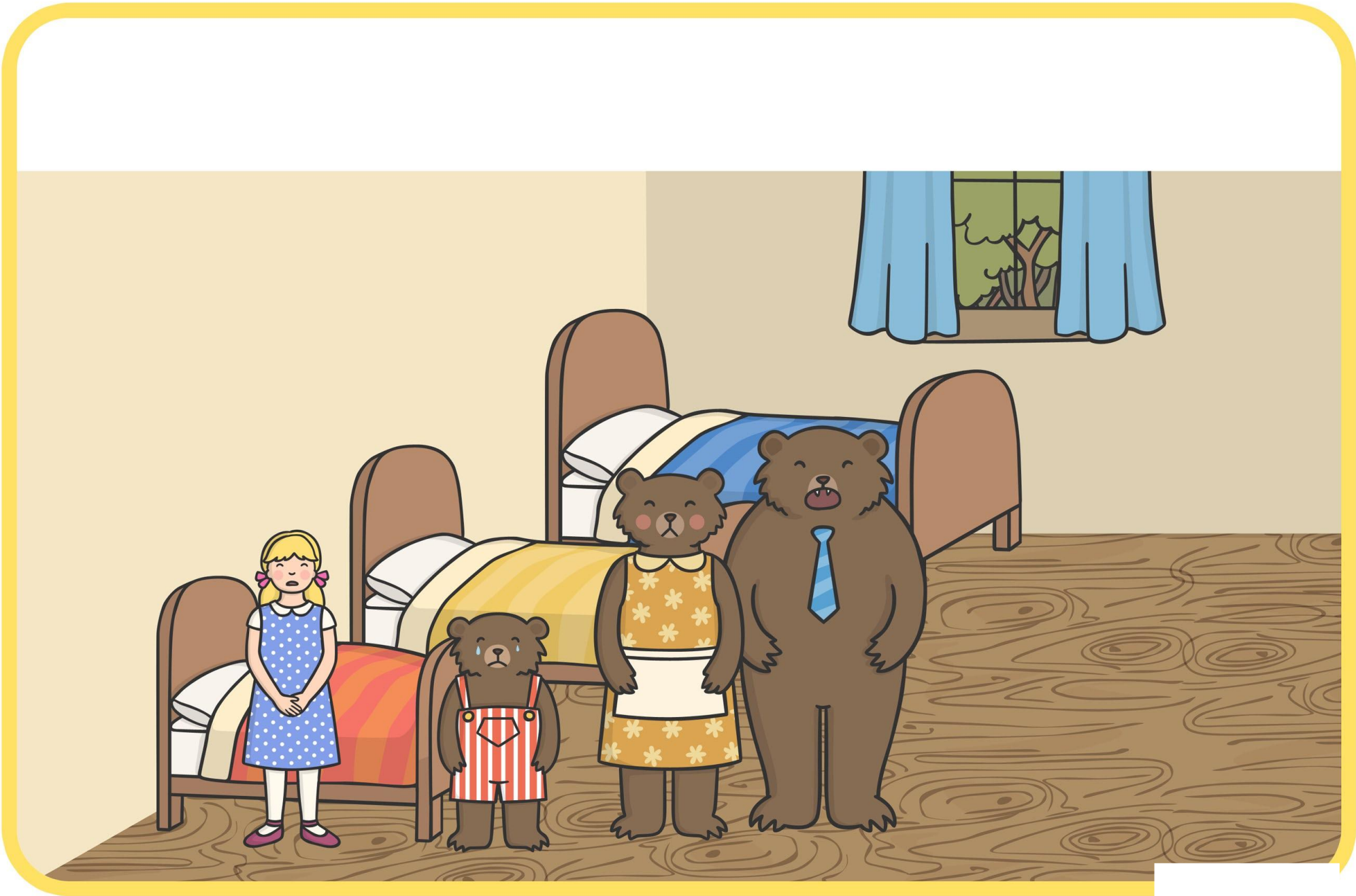
















The End.





# 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 familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), recount a short sequence of events (e.g. by sequencing images or manipulating objects)

### Task

#### Activity One – Sequencing Everyday Events

In order to develop sequencing skills, ensure pupils can sequence familiar, daily events. Begin with three-part sequences, such as brushing teeth, getting dressed and walking to school. Use the **Sequencing Everyday Events Resource Pack** to develop pupil's understanding. Assist the pupils in putting the pictures into the correct order. Model words, such as 'first', 'next' and 'last' while completing the activity, reinforcing what is happening in each sequence.

#### Activity Two – Story Sequencing – Little Red Riding Hood

Once pupils are secure with simple, daily sequences, progress to sequencing a short series of events from a well-known story using pictures. Use the **Little Red Riding Hood Story PowerPoint** to share the traditional tale with the pupils, discussing key events and using story language. Next, ask the pupils to sequence the key events in the story using the **Little Red Riding Hood Story Sequencing cards**.

#### Activity Three – Sequencing the Story Interactively

Use the **Goldilocks and the Three Bears Story Sequencing** to invite the pupils to interactively sequence the story. Retell the story when all the slides are in the correct order.