



Standard 3 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 a single sound for 20+ graphemes.

- Adult Teaching Suggestions
- Phase 2 Sound Mat
- Sound Bingo
- Name the Alien Pack

Strand B

The pupil can read accurately by blending the sounds in words with two and three known graphemes.

- Adult Teaching Suggestions
- CVC Words Flashcards
- CVC Words Photo Phoneme Frame Matching Worksheet
- CVC Mixed Barrier Game

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), respond to questions that require simple recall.

- Adult Teaching Suggestions
- The Zoo Vet
- The Zoo Vet Stick Puppets
- The Zoo Vet: Days of the Week Posters
- The Zoo Vet Story Sequencing Cards
- A Picnic in the Woods
- Food Cards
- Reading Prompts and Questions

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).

- Adult Teaching Suggestions
- Sequencing Everyday Events Resource Pack
- Riding Hood Story PowerPoint
- Little Red Riding Hood Story Sequencing Cards
- Goldilocks and the Three Bears Story Sequencing

My Phase 2 Sound Mat

s



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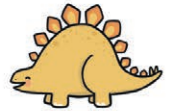
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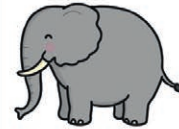
k



ck



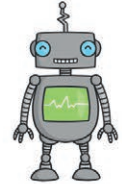
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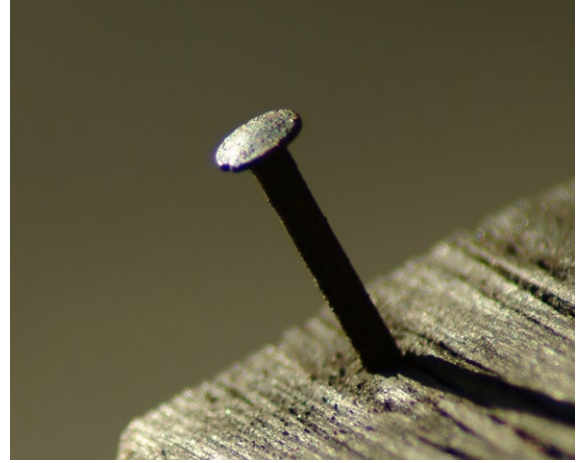
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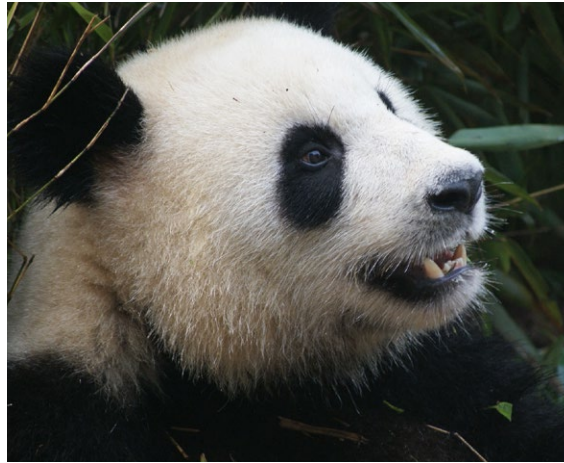
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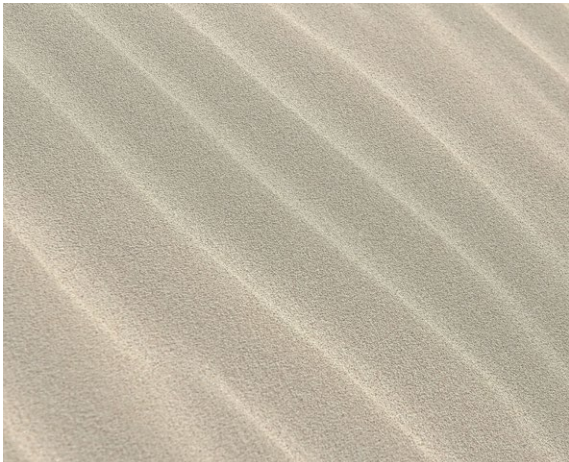
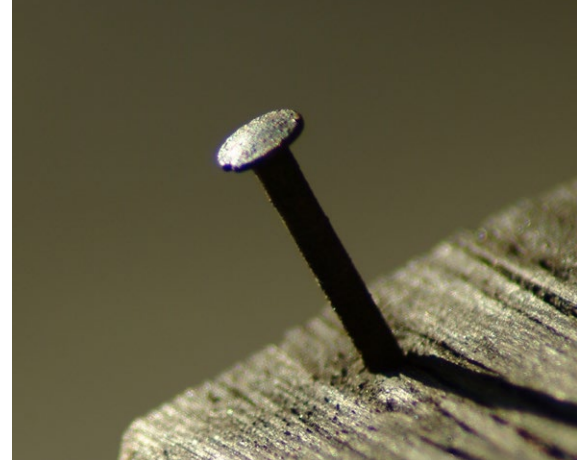






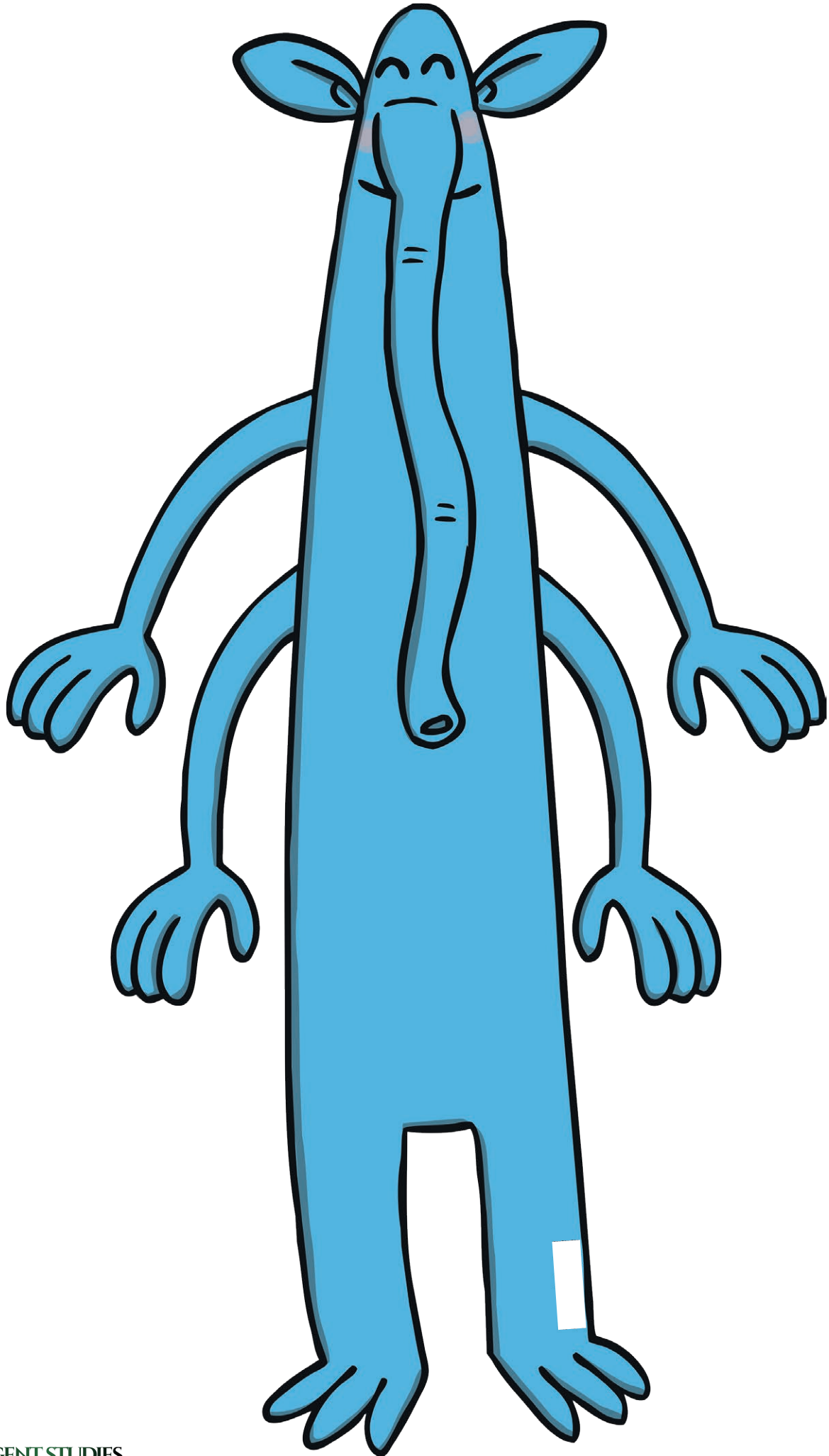


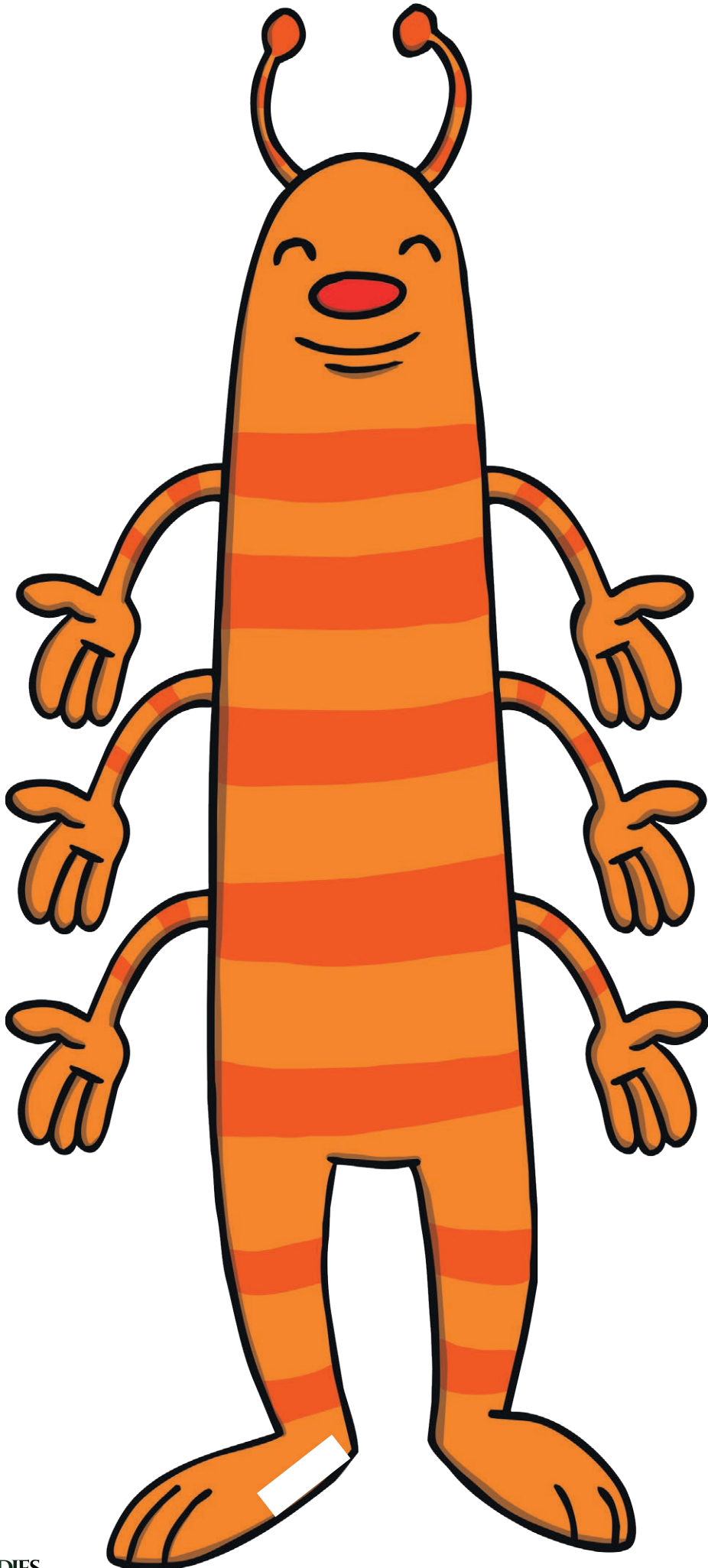


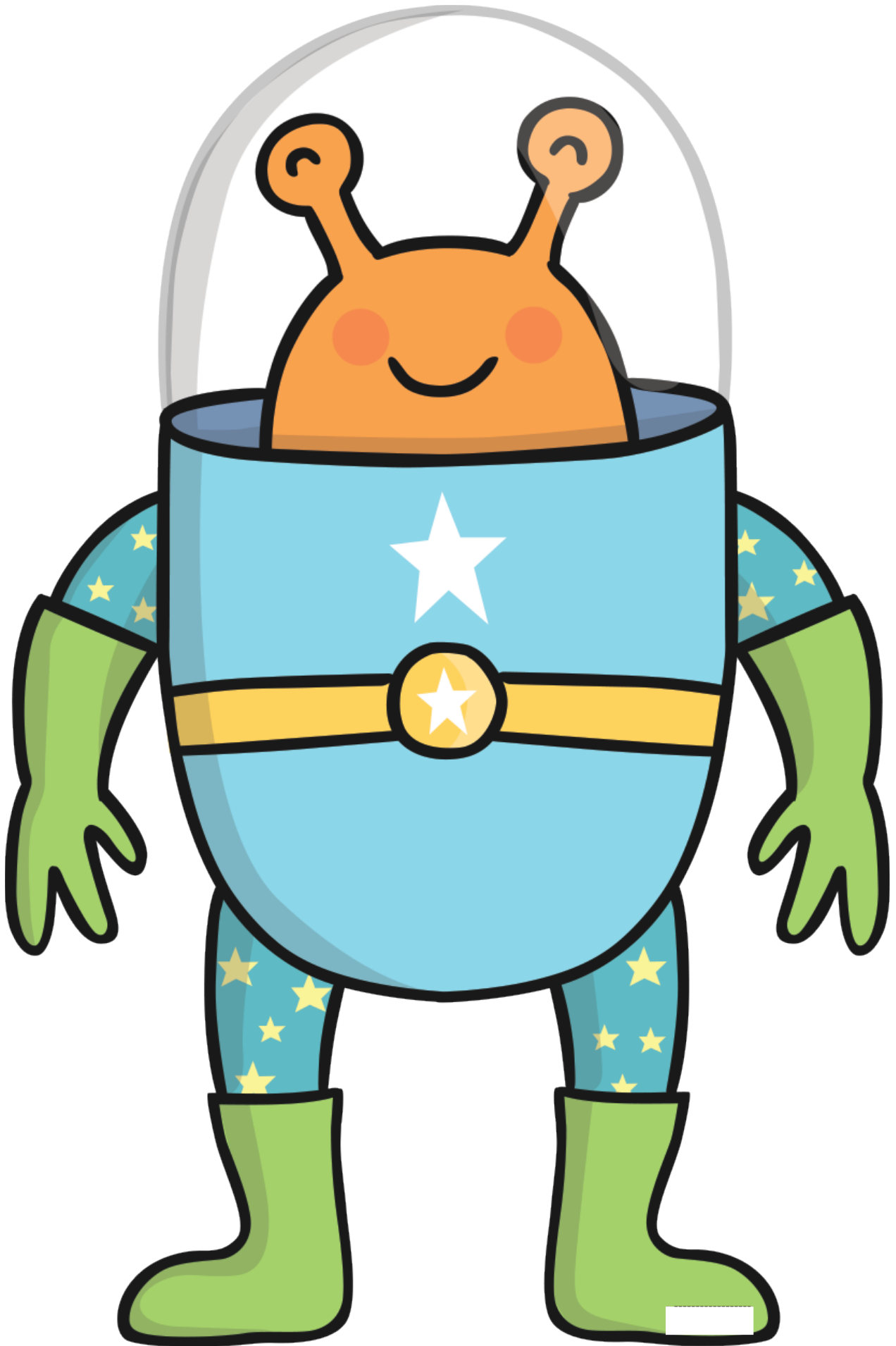




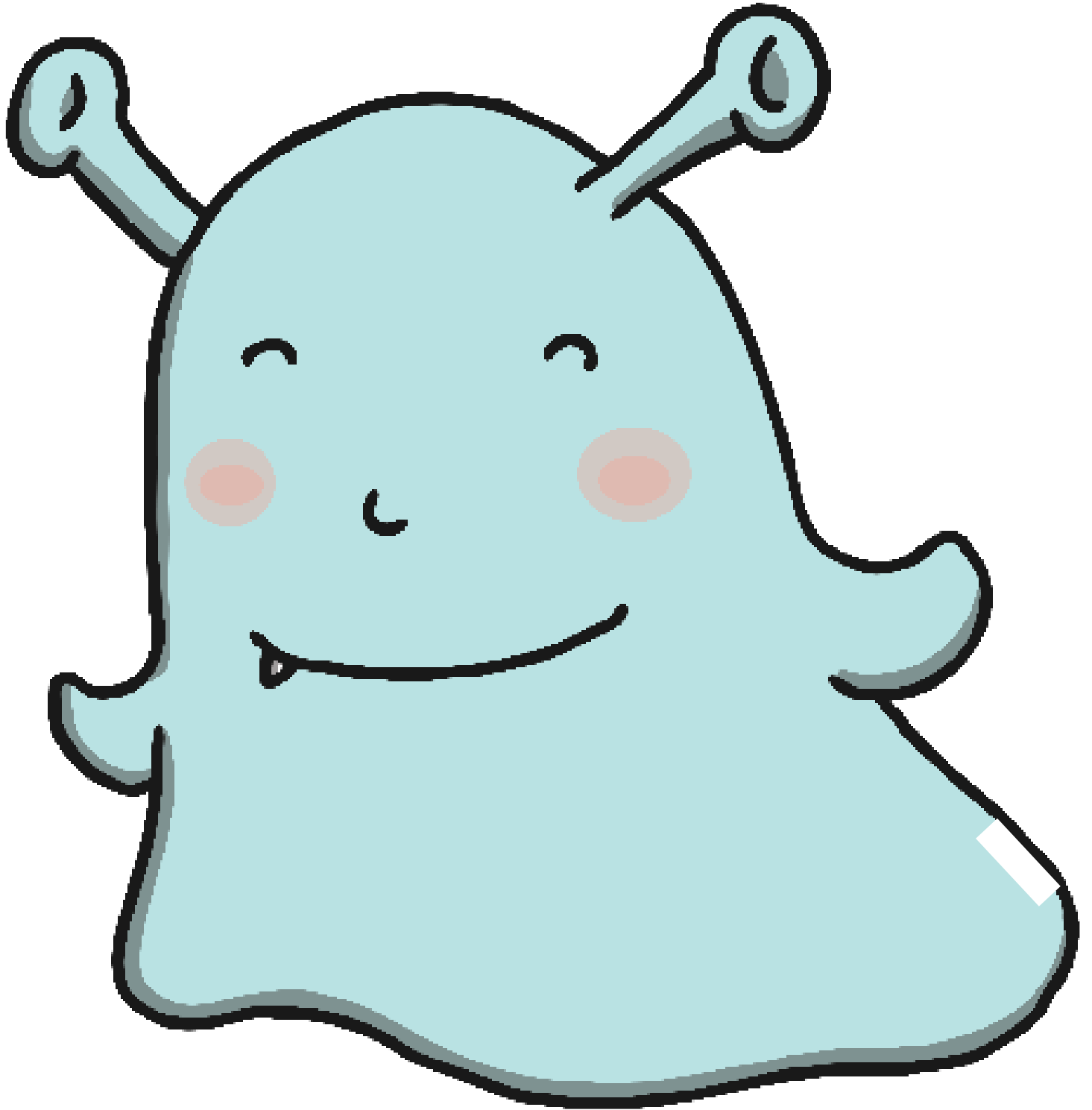


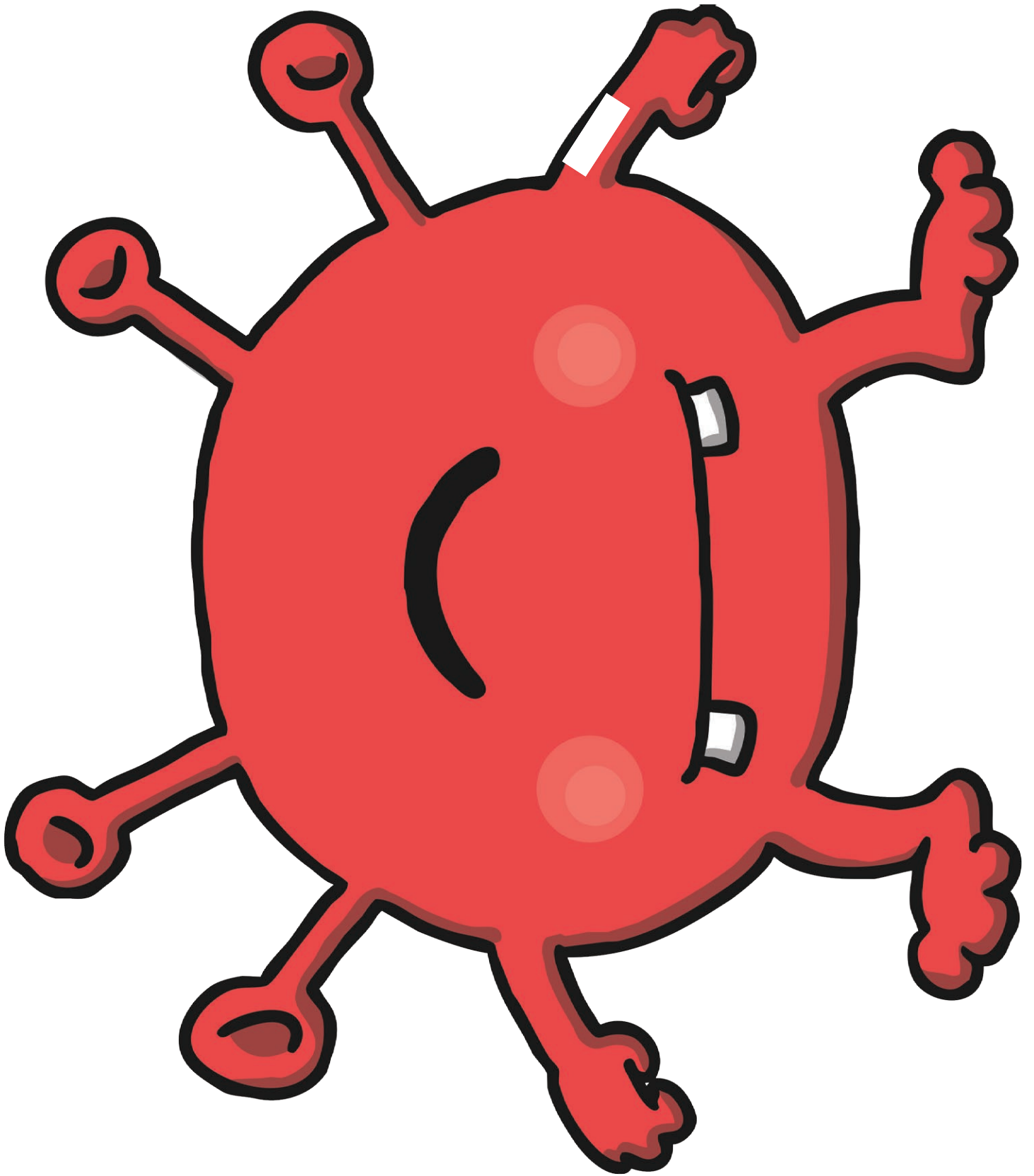












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Adult Teaching Suggestions

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

Word Reading

The pupil can say a single sound for 20+ graphemes.

Task

Activity One - Hide and Seek

Cut up and hide the pictures from the [Phase 2 Sound Mat](#) around the room. Ask pupils to find the pictures, bring them back to you and say the correct phoneme for the grapheme they have chosen.

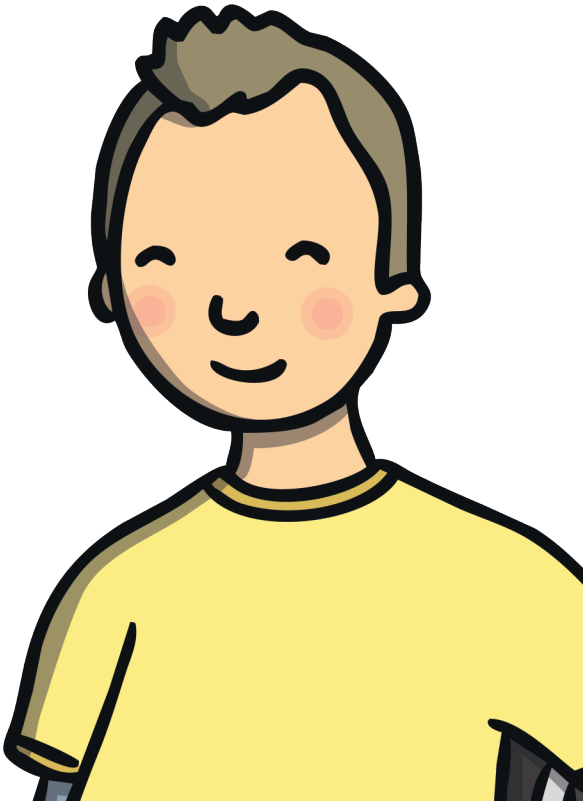
Activity Two - Sound Bingo

Play [Sound Bingo](#) with the pupils. Let them take turns to call out the sounds on the cards and encourage them to match the sounds to the corresponding letters or photographs on the boards.

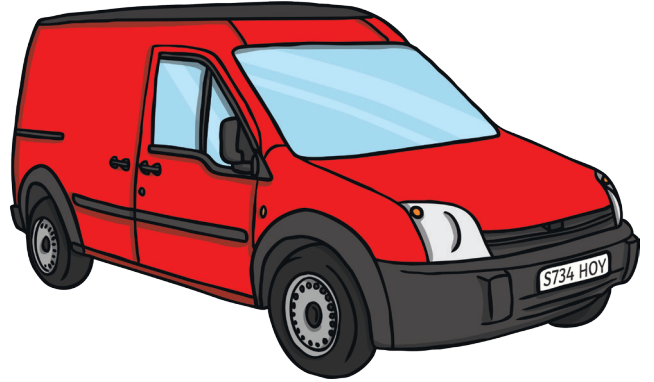
Activity Three - Name the Alien

Use the [Name the Alien Pack](#) to develop pupils' understanding of key phonemes. Place the grapheme cards in the pack face down on a table. Ask pupils to turn over one card and say the sound on the card. Repeat this until all the cards have been turned over. Record the sounds the pupils know. As a next step, show the pupils one of the alien pictures and ask them to think of a simple name for the alien. Support pupils to spell the alien's name.

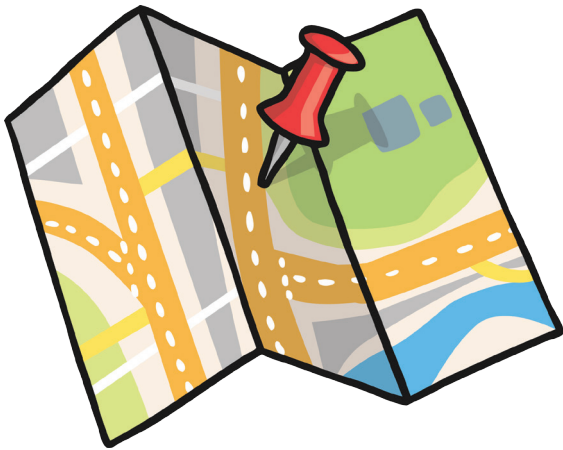
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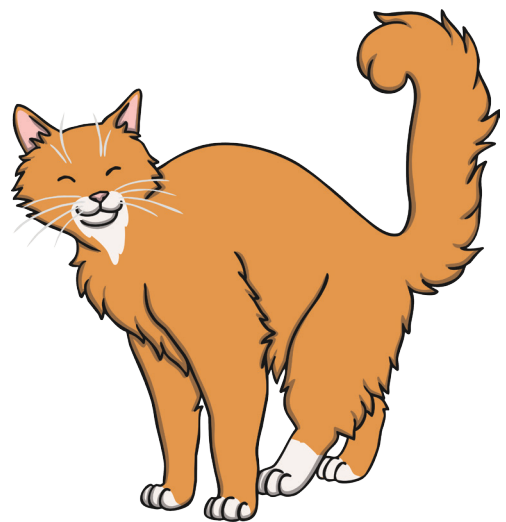
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map



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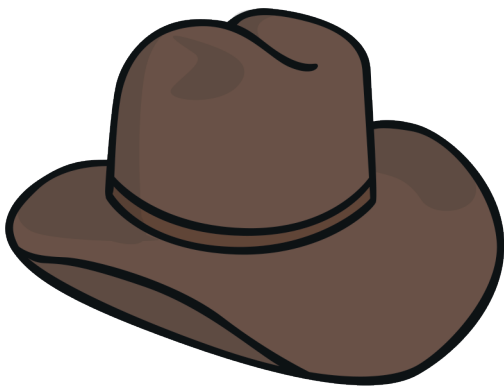
jam



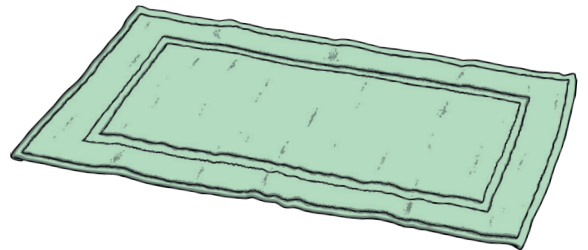
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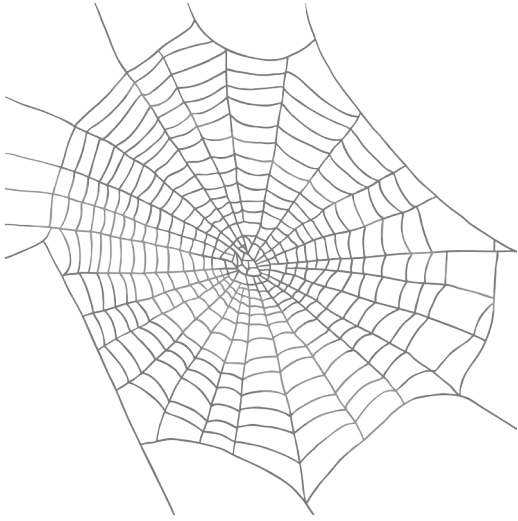
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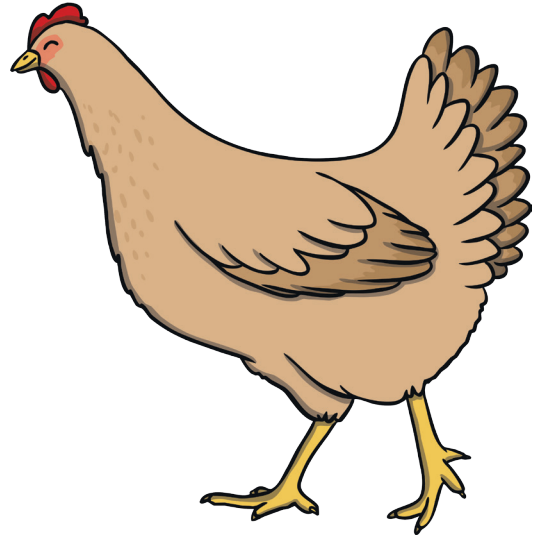
mat



web



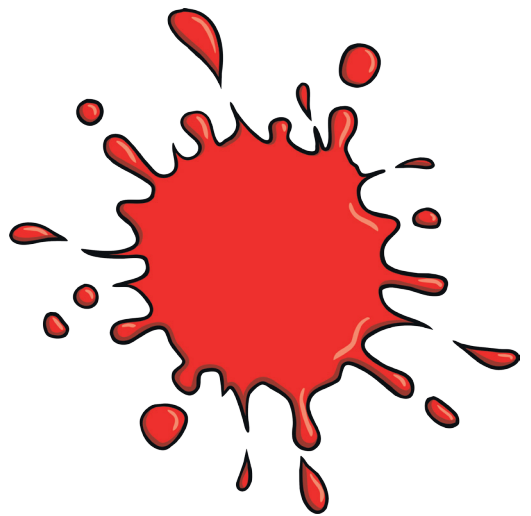
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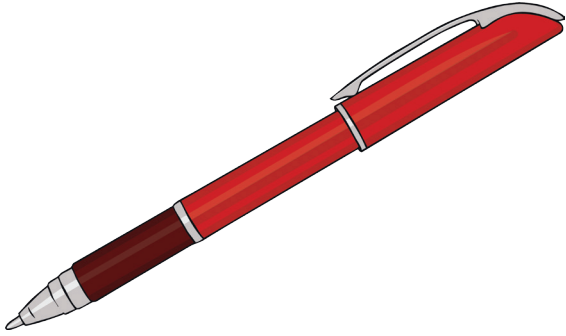
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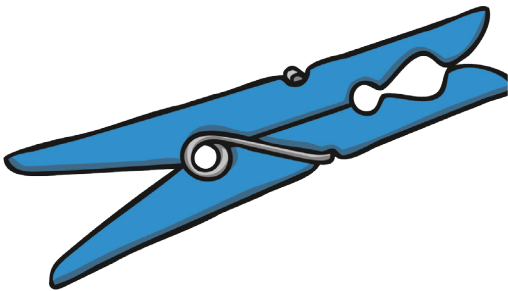
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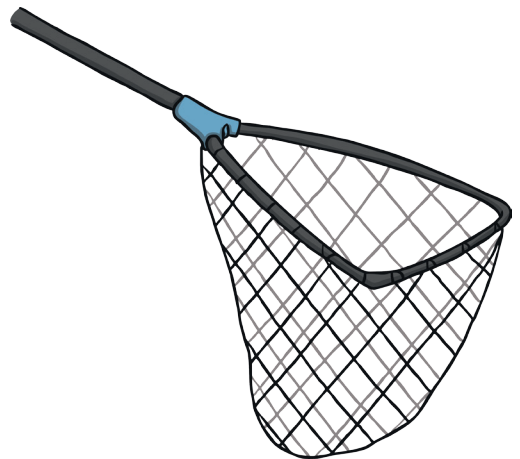
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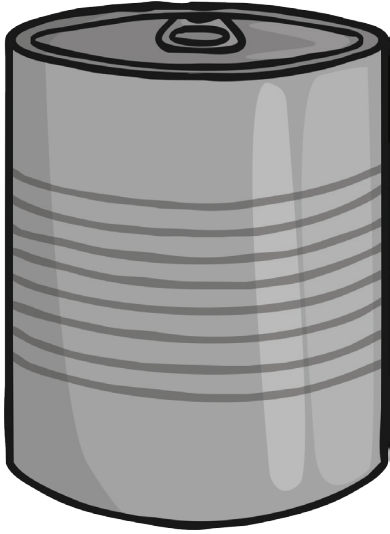
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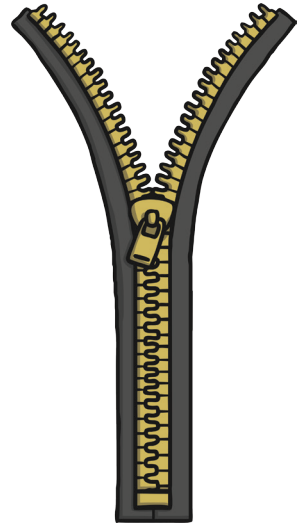
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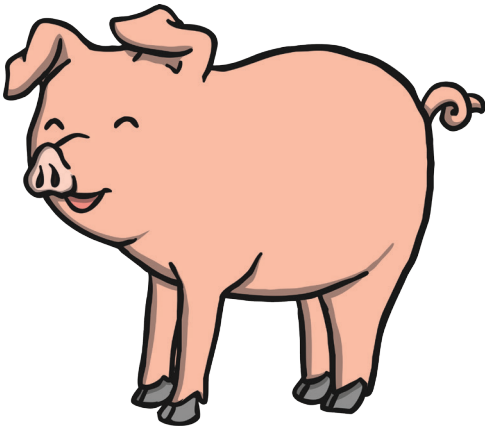
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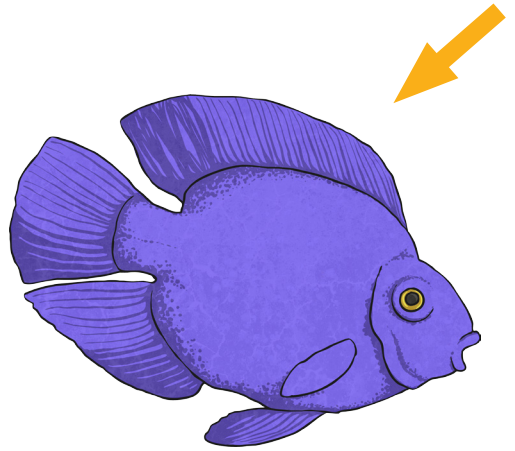
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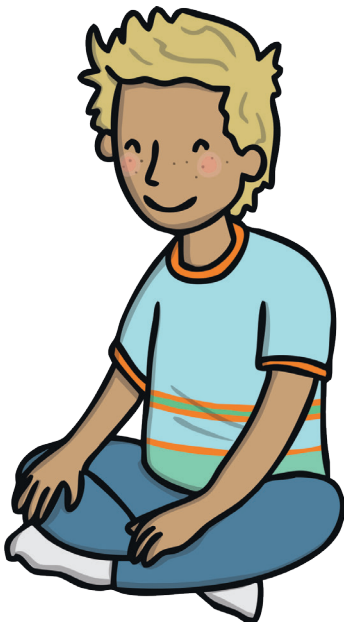
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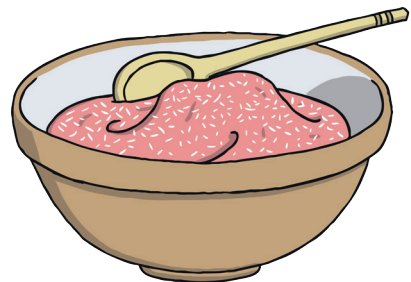
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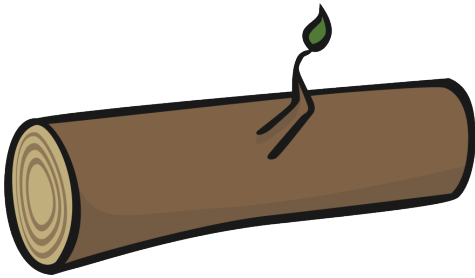
box



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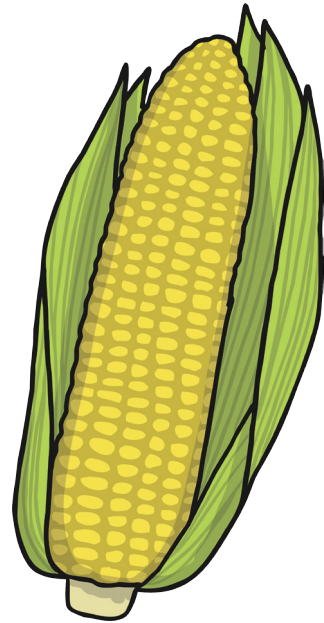
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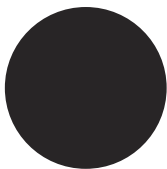
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cob



dot



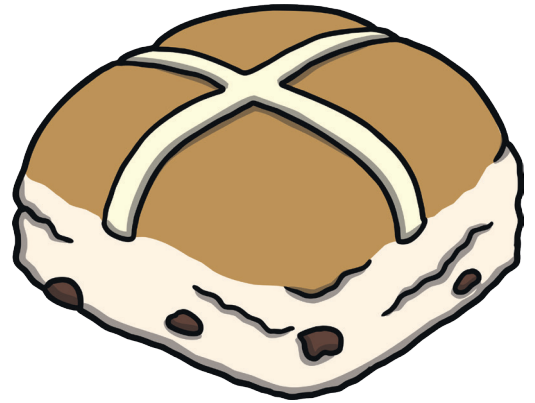
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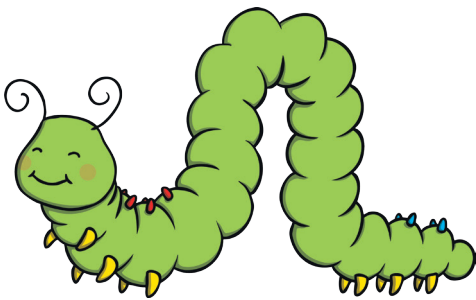
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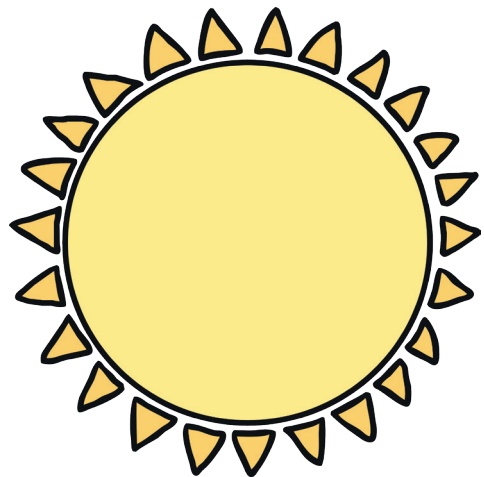
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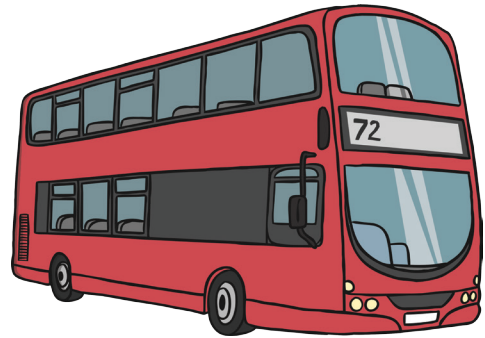
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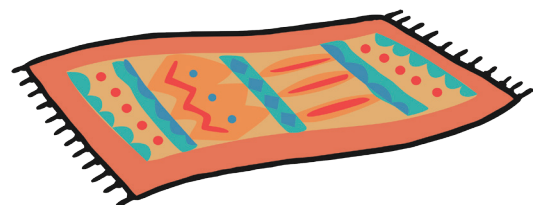


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$$8 + 2 = 10$$



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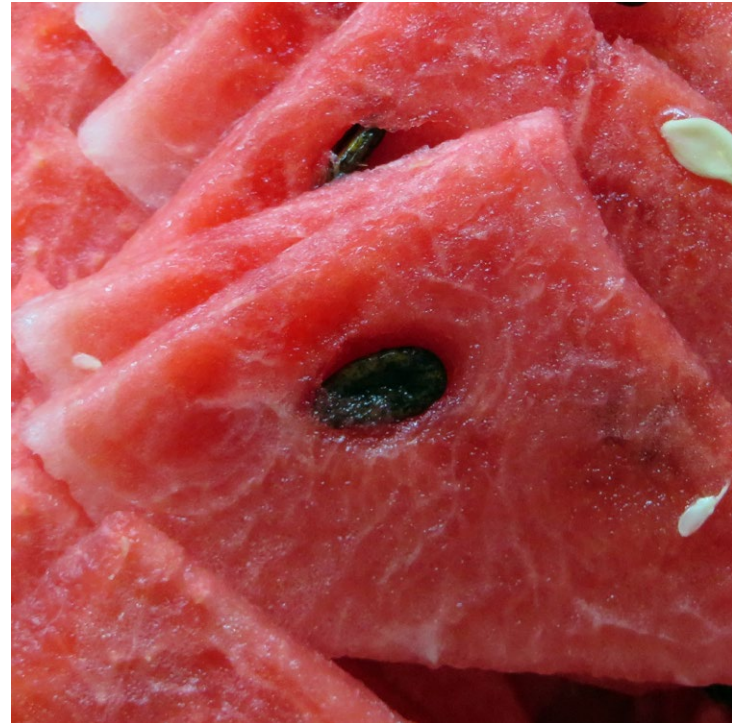
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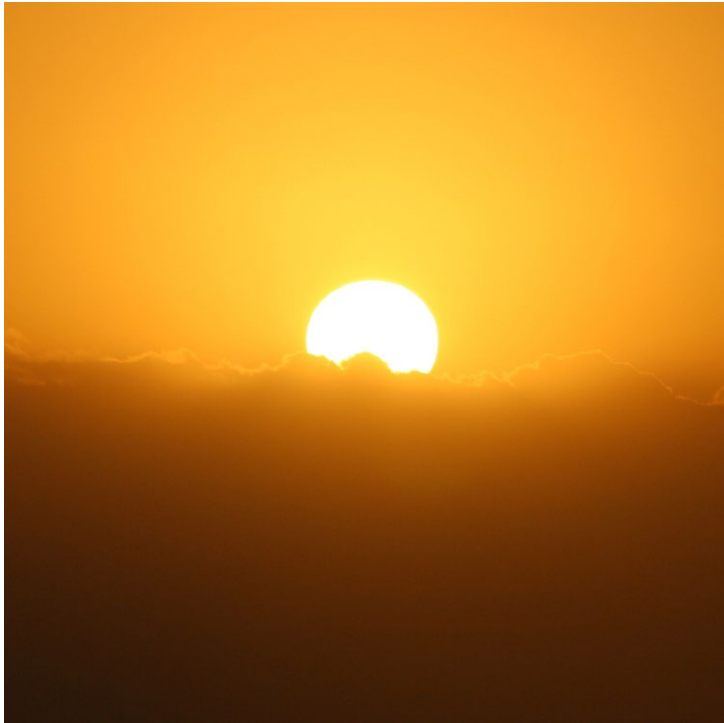
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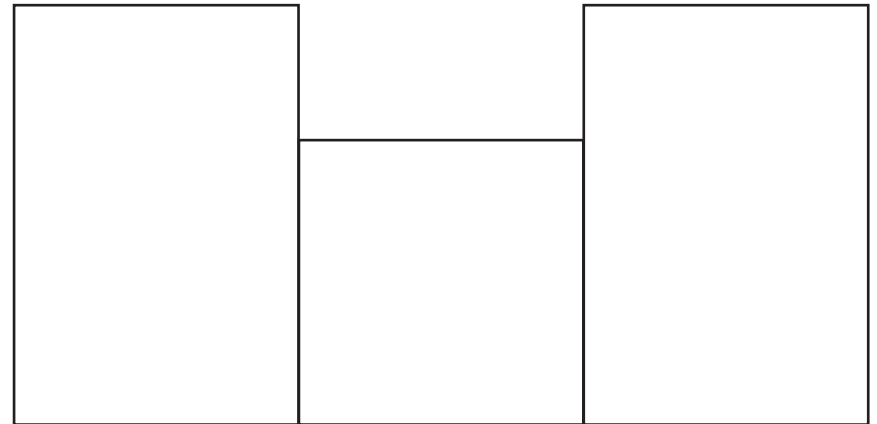
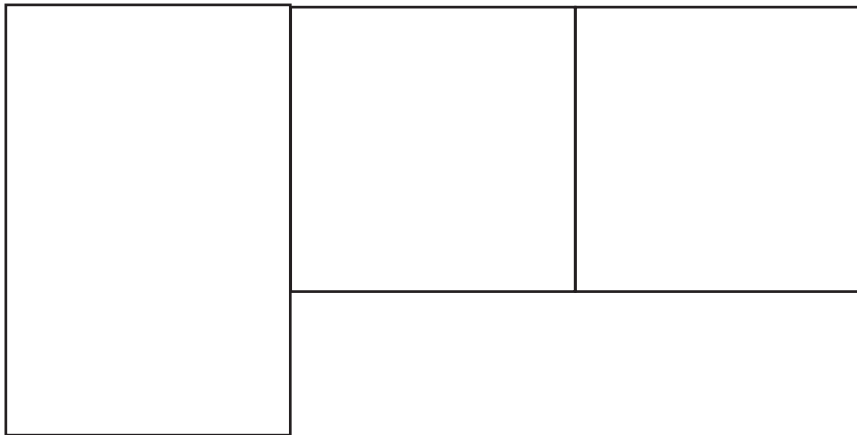
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CVC Mixed Barrier Game

Barrier games are a fun way to develop children's speaking and listening skills.

This barrier game is designed for two players. Each player has a sheet with different CVC words on it and matching pictures cut out individually. The two players sit opposite each other. A barrier is then placed between the two children (such as a book) so they are unable to see the other child's picture.

1. Player A gives an instruction to the player B, such as, "Put the picture of the zip on the word 'zip'".
2. Player B listens, and then responds to the instruction by putting the correct picture onto the correct word.
3. Steps 1-2 are then repeated until both players have filled in all the words.
4. At the end of the game, the barrier is removed and the children compare their sheets, looking to see if the same pictures are in the correct positions. The children can then discuss why their sheets do or don't look the same.
5. The players can then swap roles and play the game again.

zip

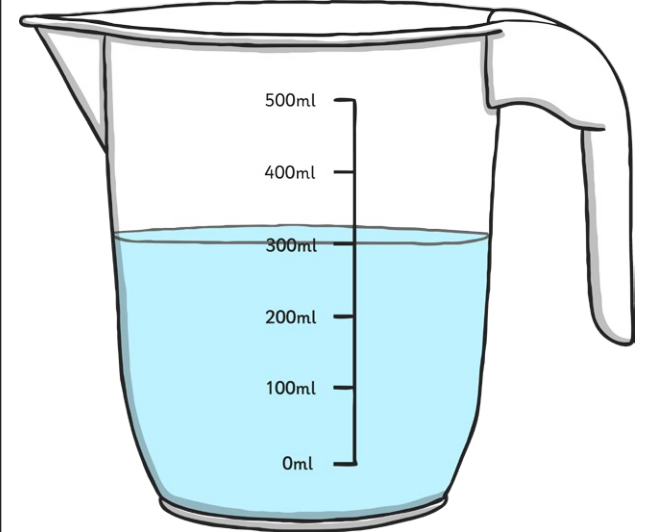
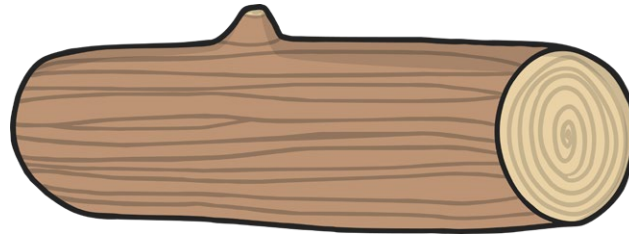
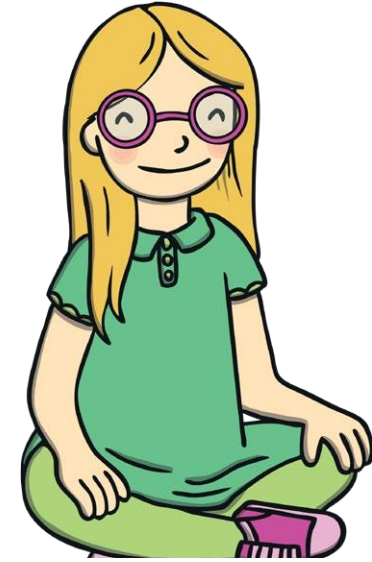
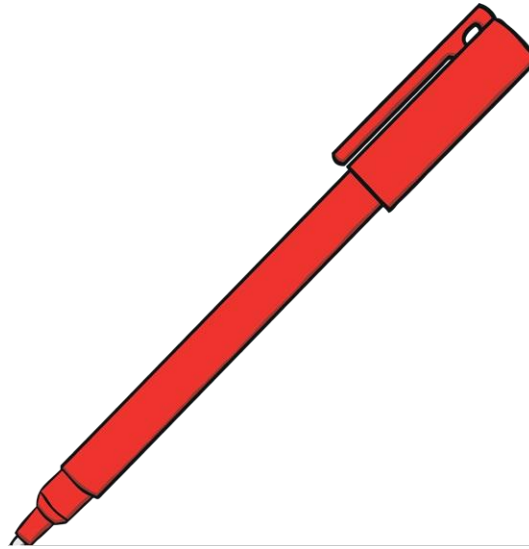
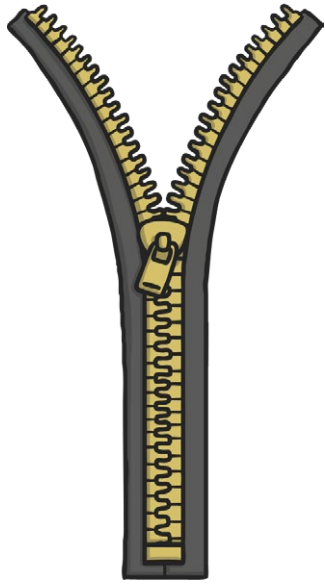
pen

sit

run

log

jug



rug

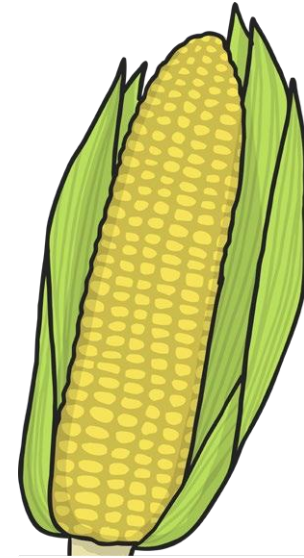
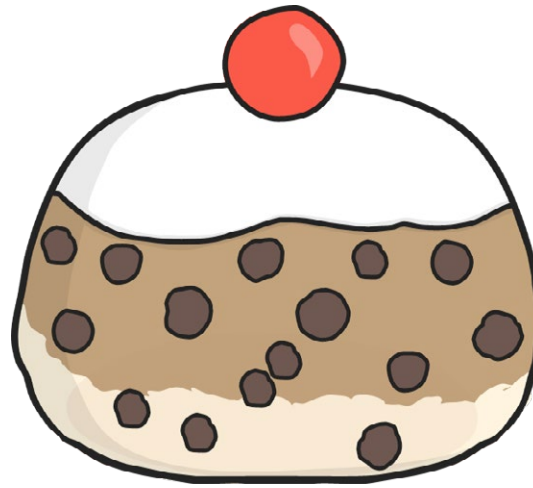
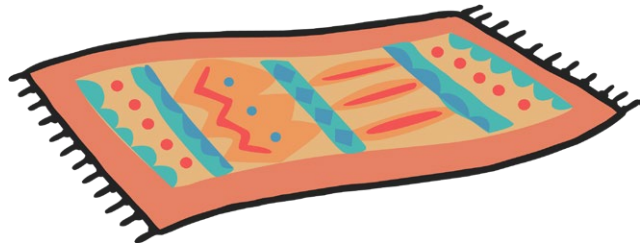
bun

cob

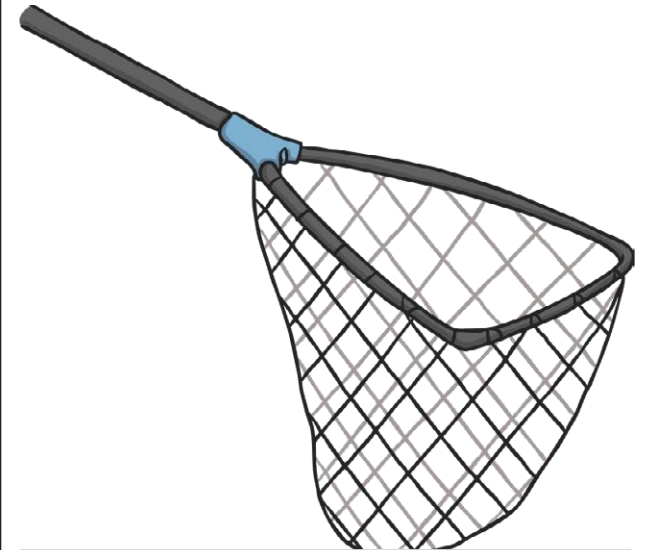
dig

sum

net



$$8 + 2 = 10$$



bus

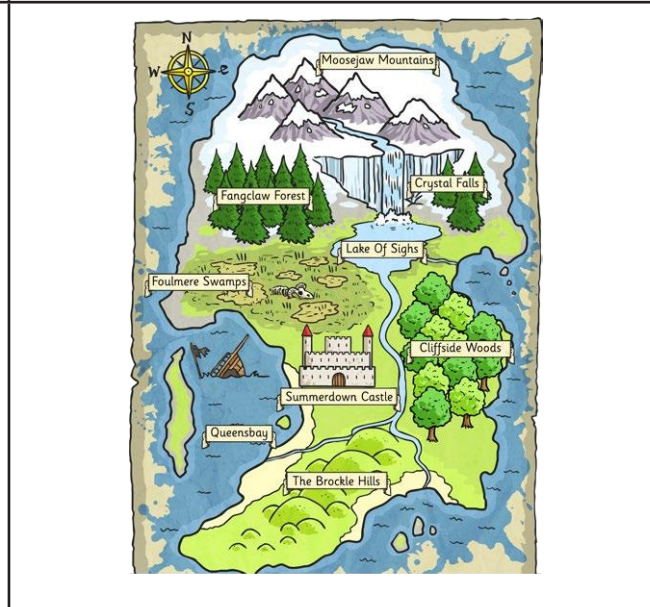
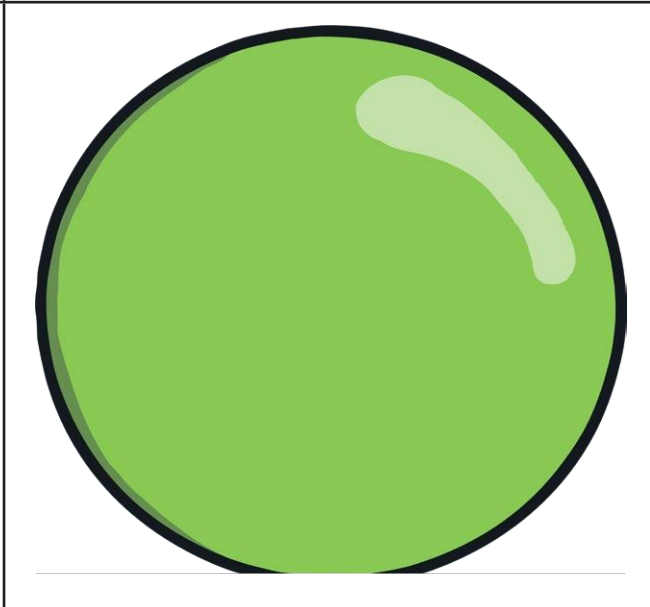
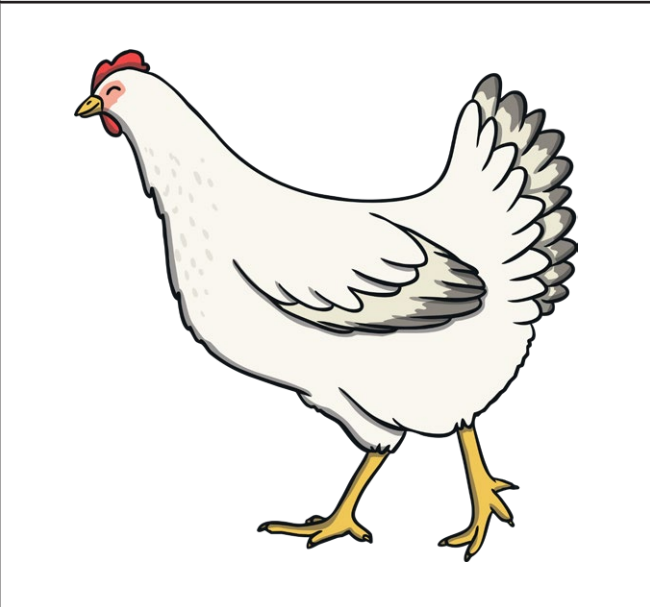
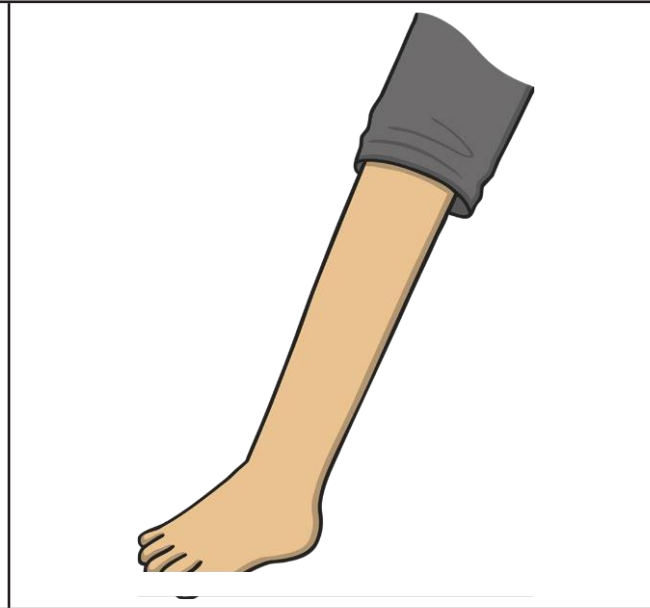
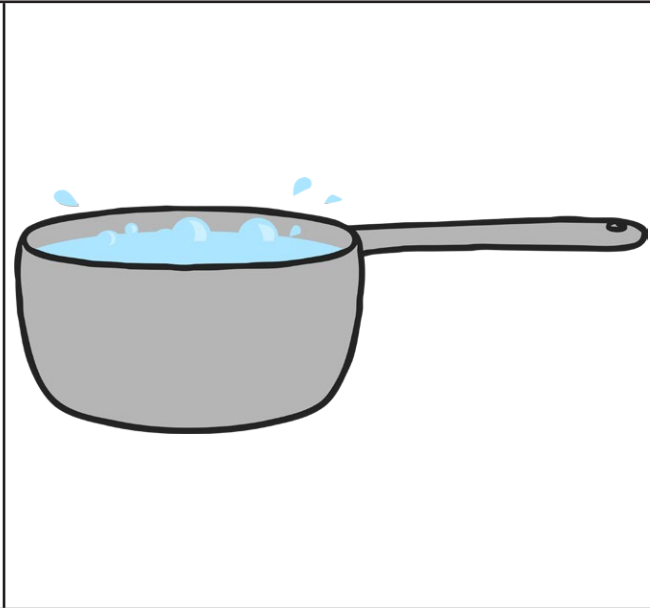
pan

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map



box

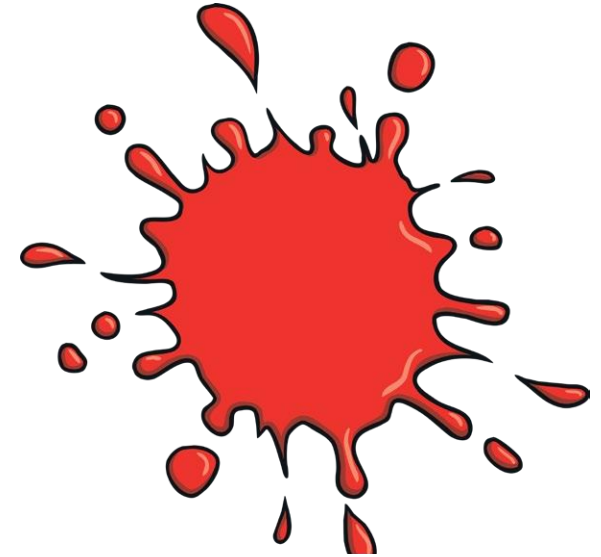
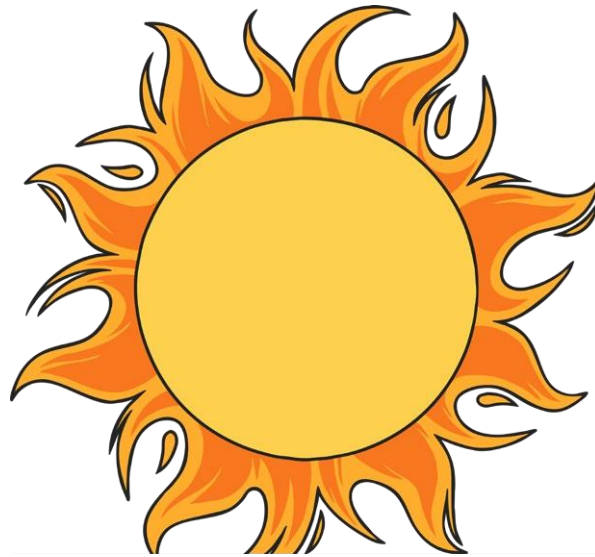
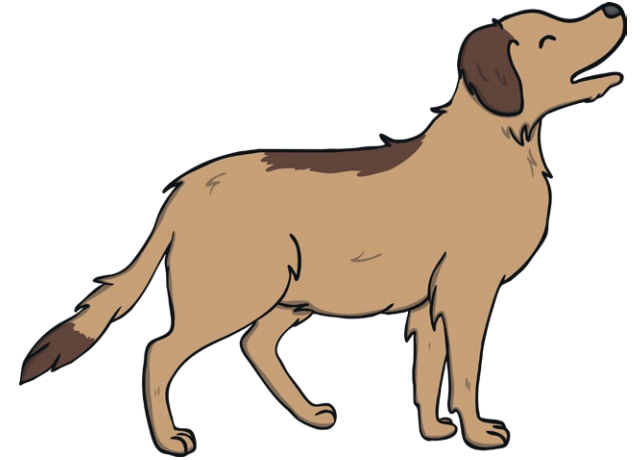
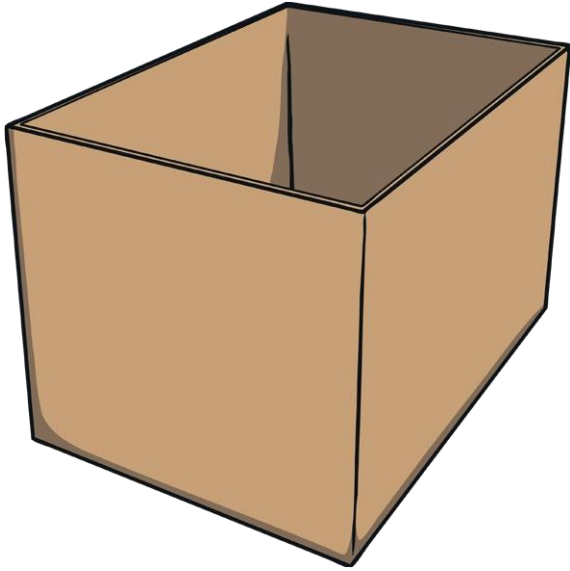
man

dog

tin

sun

red



wig

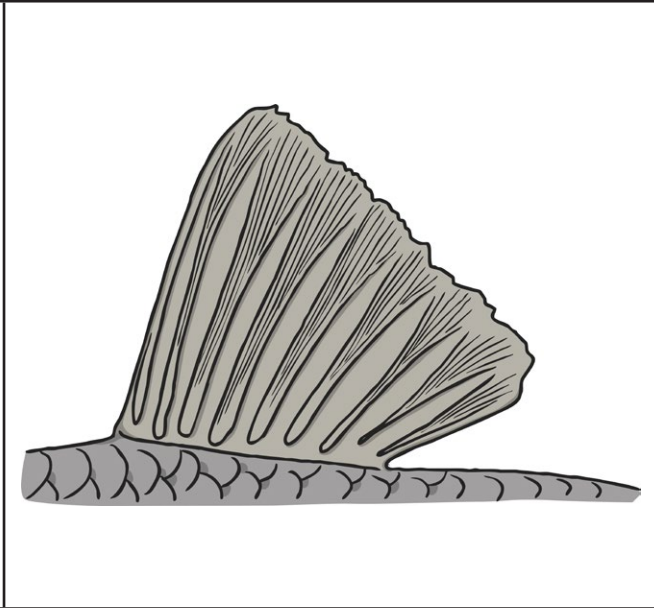
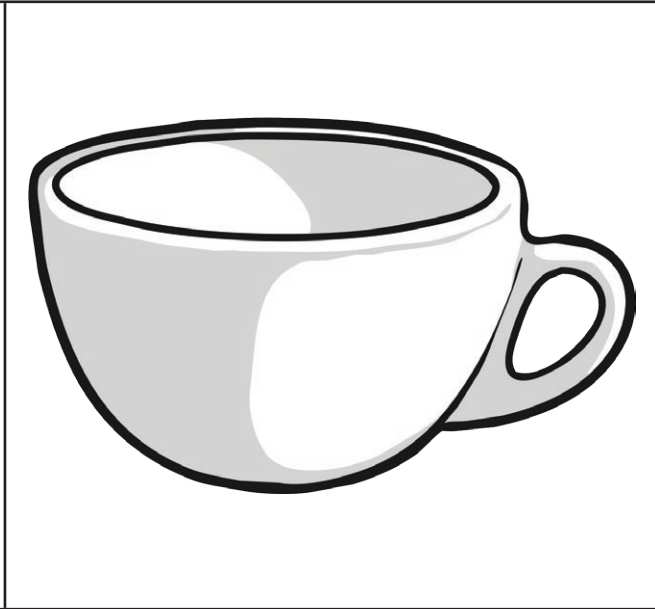
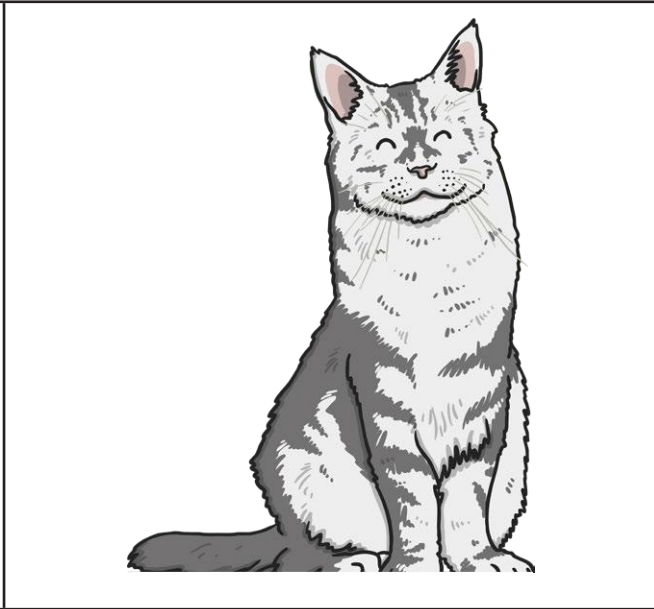
cat

cup

bin

fin

bed





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

The pupil can read accurately by blending the sounds in words with two and three known graphemes.

Task

Activity One - Magnetic Letters

First, warm up the pupil's reading skills using the **CVC Words Flashcards** with graphemes they are familiar with, allowing them to warm up using the pictures as prompts for reading. For the main activity, select a range of magnetic letters and make different words on a magnetic board, using the graphemes that are known to the pupils. Make different CVC words, placing the letters close together to reinforce the idea of blending. Encourage and support the pupils to segment and blend the sounds together to read each of the different words.

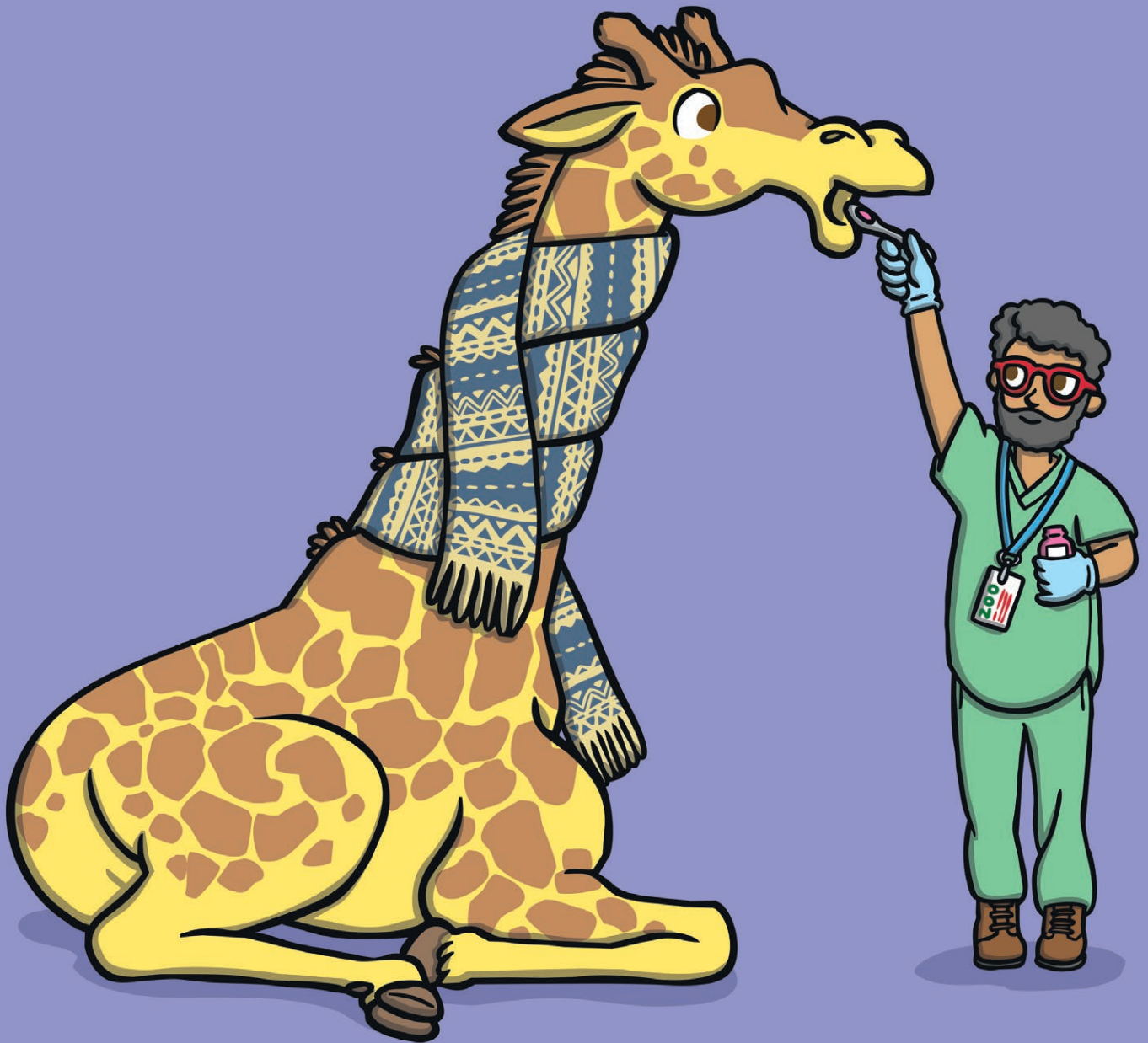
Activity Two - Phoneme Frames

Use the **CVC Words Photo Phoneme Frame Matching Worksheet** to make the different CVC words in the pictures. Encourage pupils to blend the sounds together to read the different words. Pre-cut the letters for the pupils if you would like them to exclusively focus on the blending.

Activity Three - CVC Barrier Game

Play the **CVC Mixed Barrier Game** by either asking pupils to read the word and put it on the correct picture or by asking them to put the picture on the correct word. Encourage pupils to blend the sounds together to read the different words.

Monday



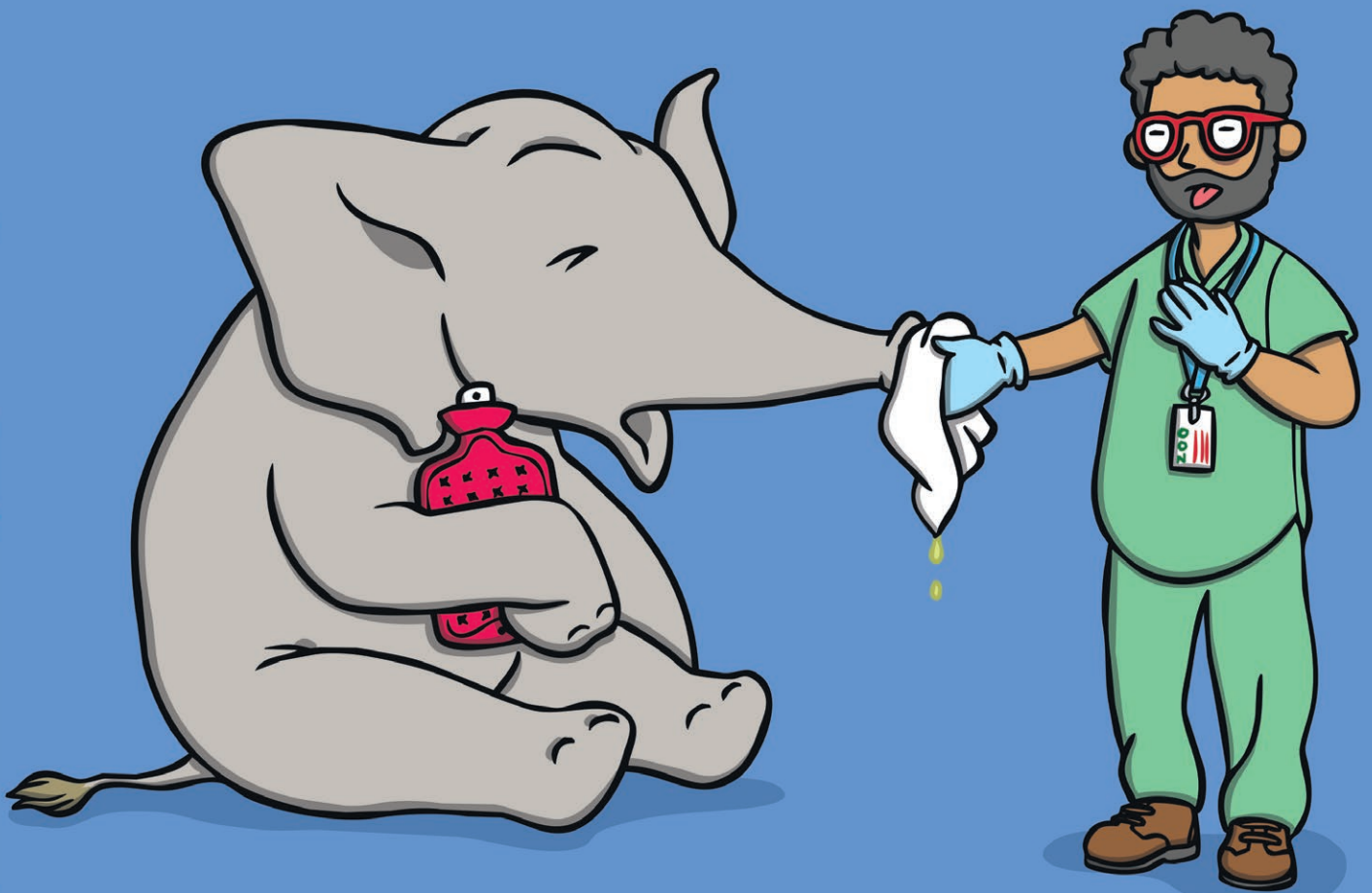
Tuesday



Wednesday



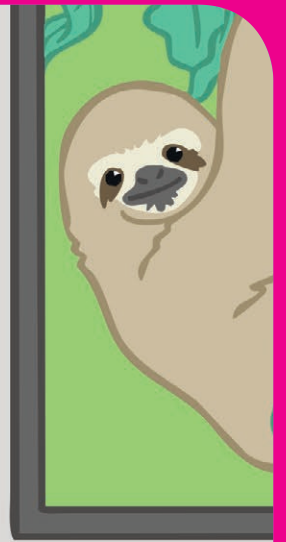
Thursday



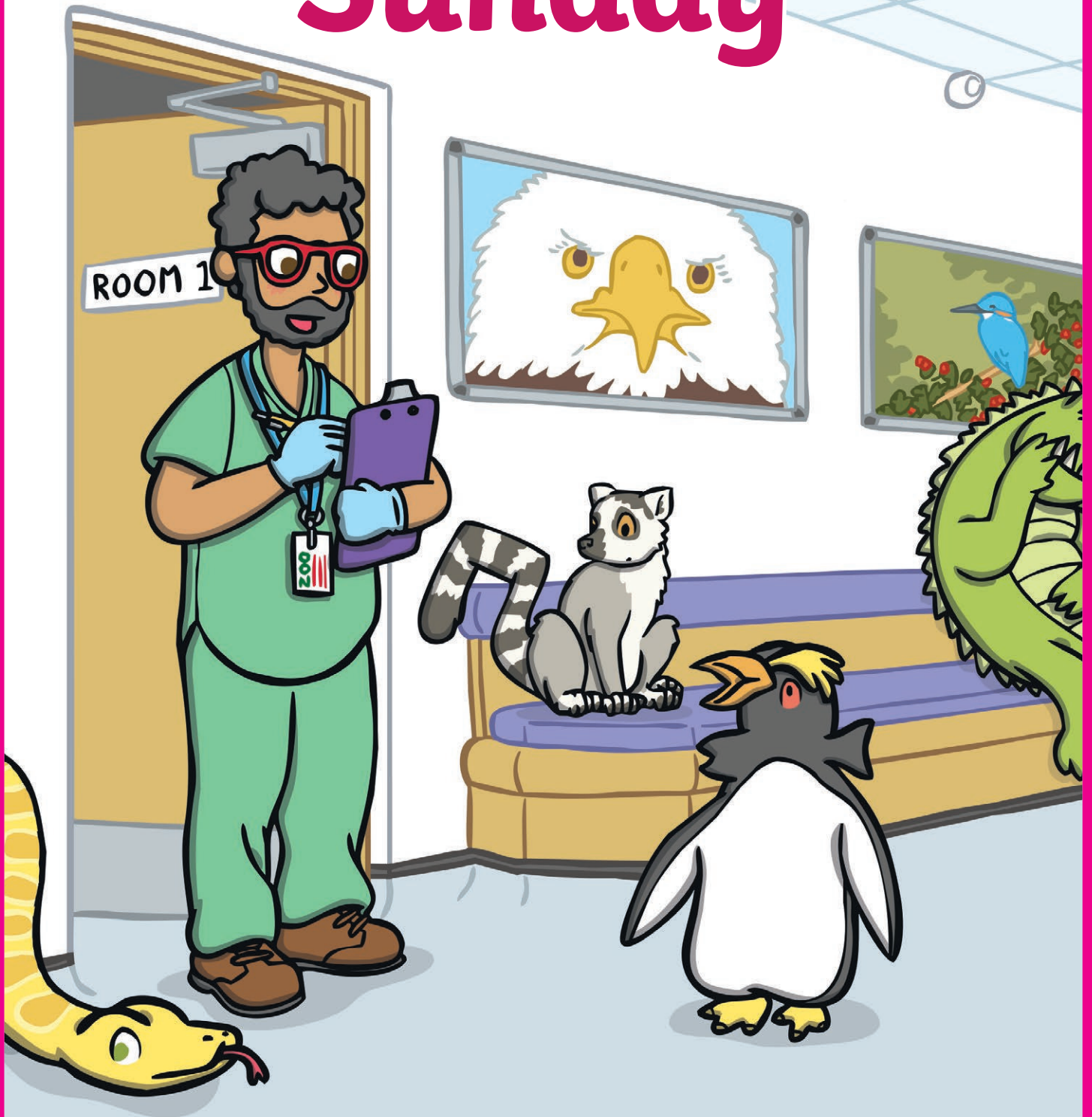
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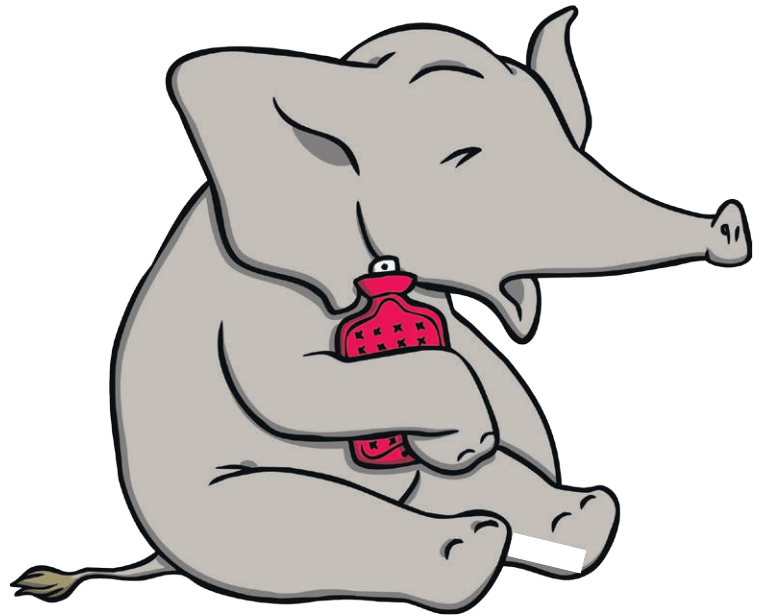
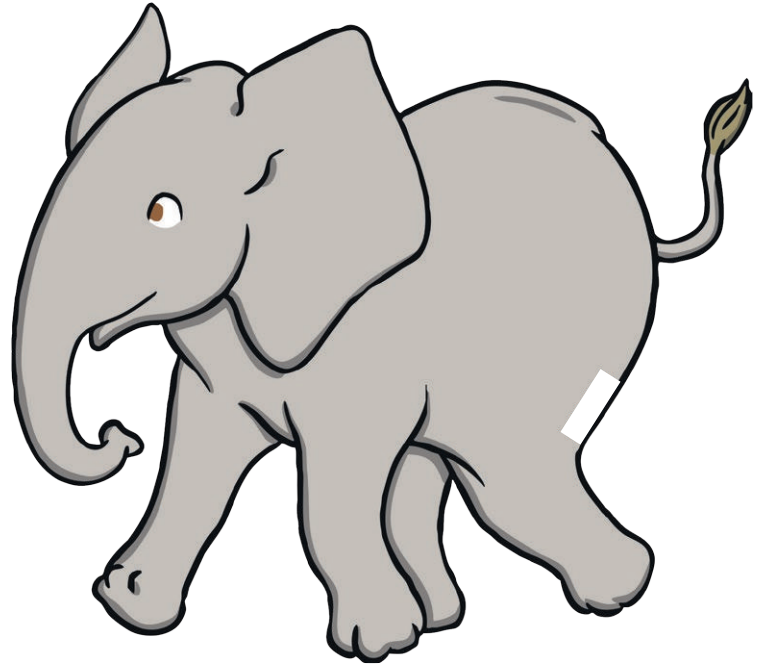


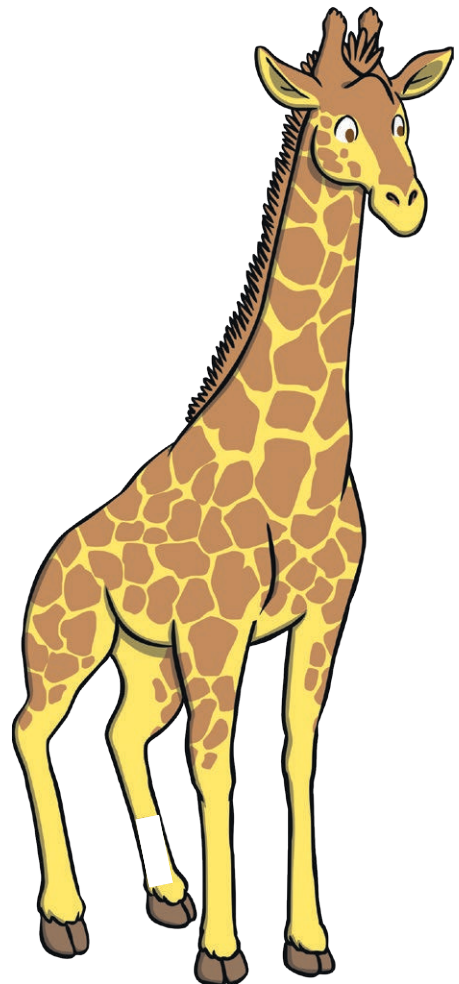
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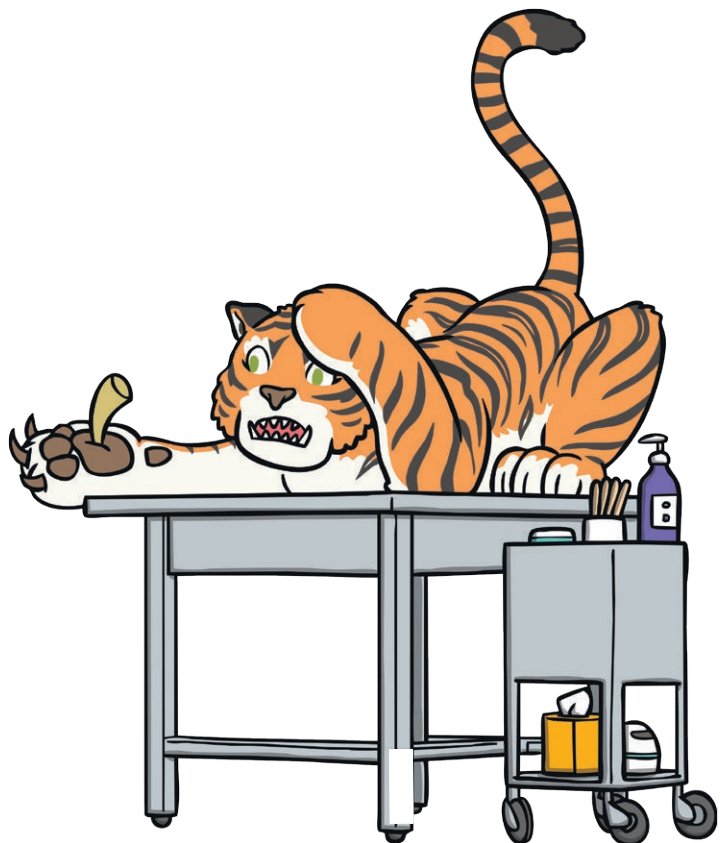


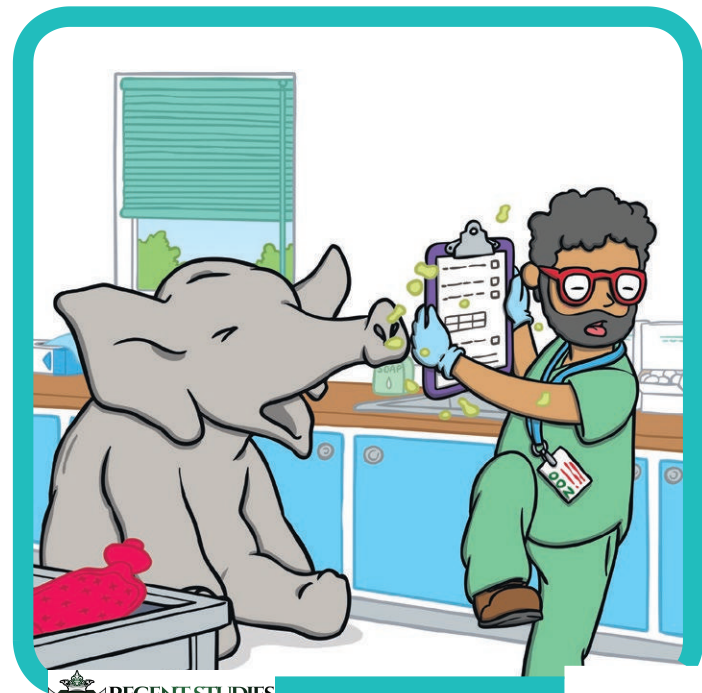
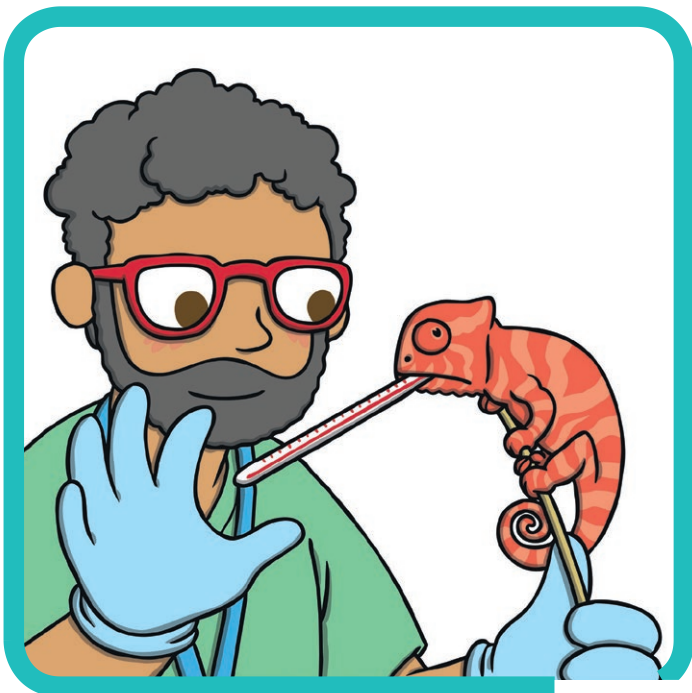
Sunday













A Picnic in the Woods



One **Saturday**, **Chloe** and **Kieran** went for a walk in the **woods**. It was a sunny day and they decided to take a picnic. They packed lots of food and set off for their walk in the **woods**.

When they got to the woods, they decided to have a look for a quiet place to have a picnic. The first place they saw was next to a cave. They started to unpack their picnic when they heard a voice.

'You can't eat here,' growled the **bear** from inside the **cave**. 'This is my place to **sleep**. Find somewhere else to eat.'



So **Chloe** and **Kieran** packed up their picnic to look for somewhere else to eat. They carried on walking.

They came to a **field** and decided to unpack their picnic.

'Excuse me. You can't eat here,' squeaked the **mouse**. 'This is my place to **hide**. Find somewhere else to eat.'



So **Chloe** and **Kieran** packed up their picnic to look for somewhere else to eat. They carried on walking.

They came to a **river bed** and decided to unpack their picnic.

'You can't eat here,' gurgled the **frog**. 'This is my place to **hop**. Find somewhere else to eat.'

So **Chloe** and **Kieran** packed up their picnic to look for somewhere else to eat. They carried on walking.

They came to a **circle of trees** and decided to unpack their picnic.



'You can't eat here,' squealed the **squirrel**. 'This is my place to **play**. Find somewhere else to eat.'

So **Chloe** and **Kieran** packed up their picnic to look for somewhere else to eat. They carried on walking.



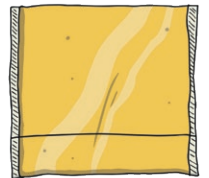
They walked and walked and walked and found **an opening in the trees**. They looked for animals **sleeping, hiding, hopping** or **playing**. They couldn't see any and so decided to unpack their picnic.



They unpacked the ham. 'Excuse me. Could I have some ham?' asked the **bear**.



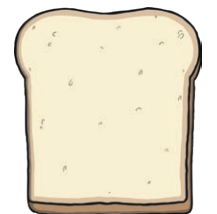
They unpacked the cheese. 'Excuse me. Could I have some cheese?' asked the **mouse**.



They unpacked the salad. 'Excuse me. Could I have some salad?' asked the **frog**.



They unpacked the bread. 'Excuse me. Could I have some bread?' asked the **squirrel**.



Chloe and **Kieran** decided to share their picnic with the animals. They enjoyed their picnic with the **bear, mouse, frog** and **squirrel**.

Questions

Who went on a picnic?

Who was sleeping in a cave?

Who was hiding in the field?

Who was hopping in the river?

Who was playing in the trees?

Who ate the picnic?

Who wanted to eat the ham?

Who wanted to eat the cheese?

Who wanted to eat the salad?

Who wanted to eat the bread?

Where did they set up their picnic at the end?

Where did they go for a walk?

Where does the bear sleep?

Where does the mouse hide?

Where does the frog hop?

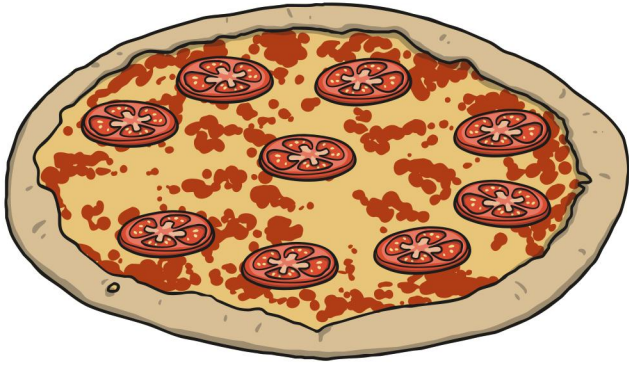
Where does the squirrel play?

What was the bear doing?

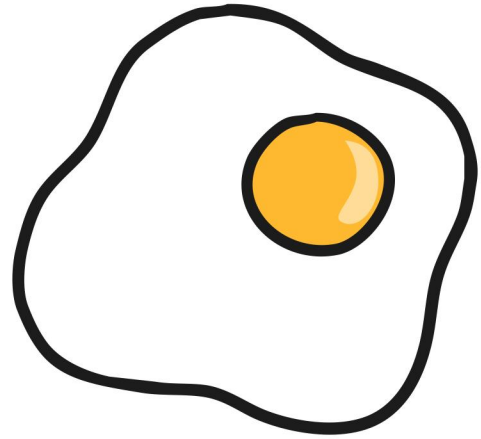
What was the bear doing?

What was the frog doing?

What was the squirrel doing?



pizza



egg



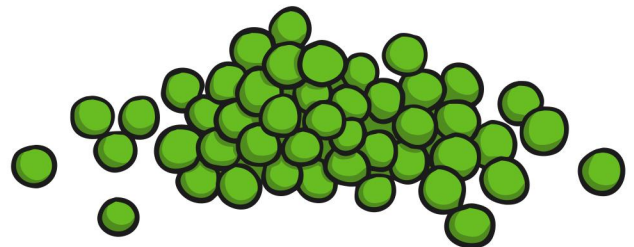
croissant



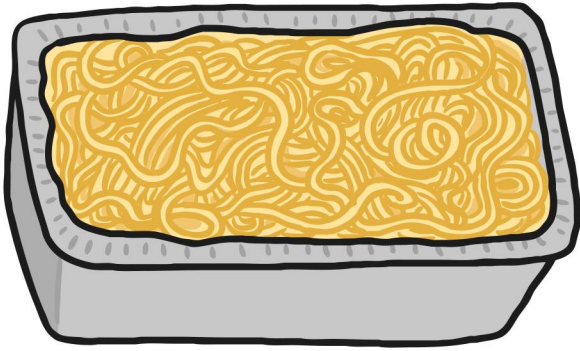
baguette



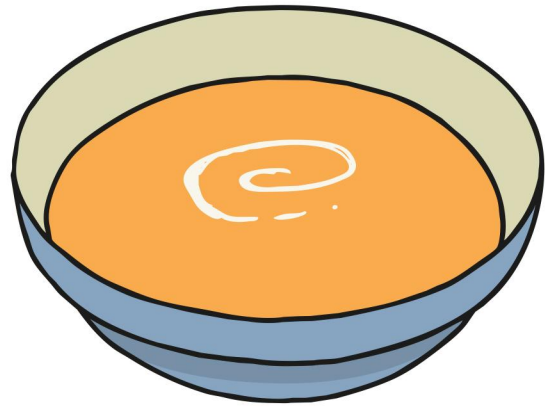
beans



peas



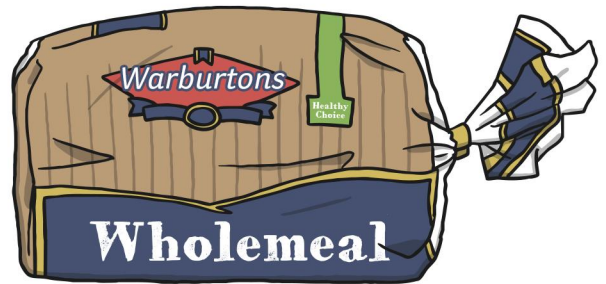
noodles



soup



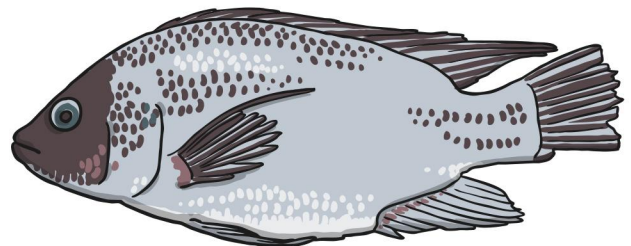
crisps



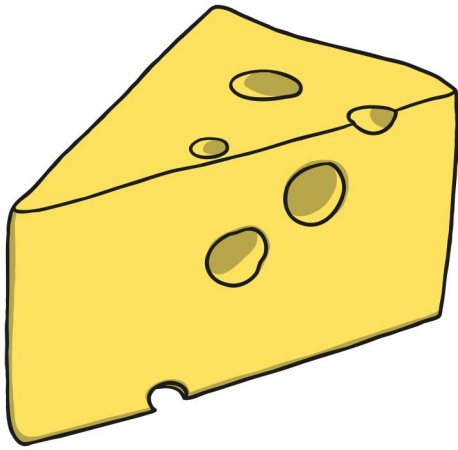
bread



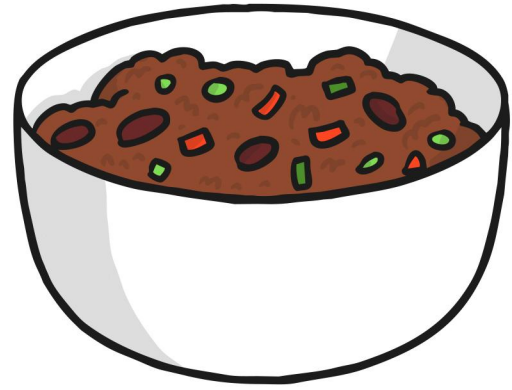
fish and chips



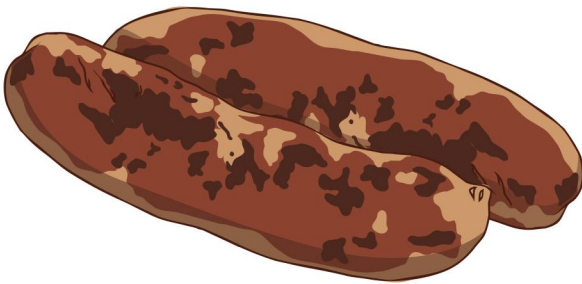
fish



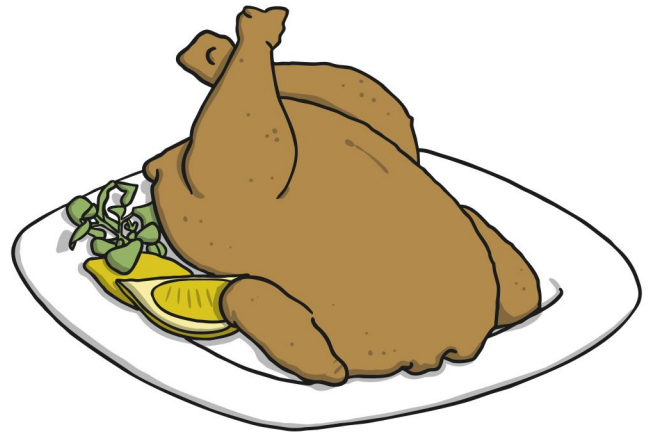
cheese



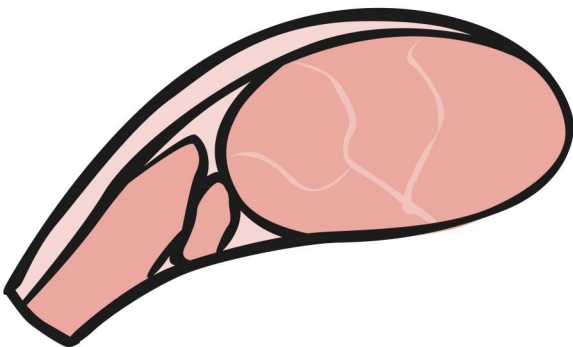
curry



sausage



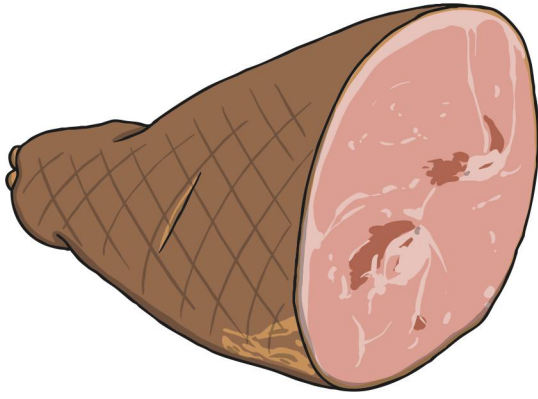
chicken



bacon



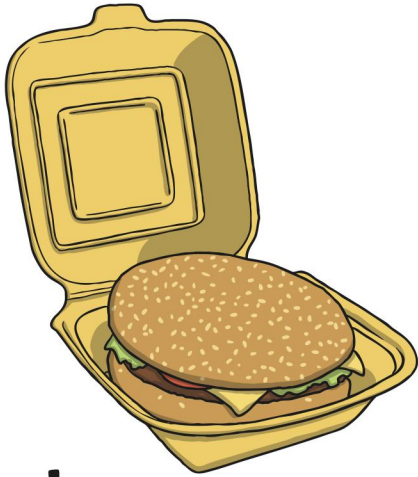
broccoli



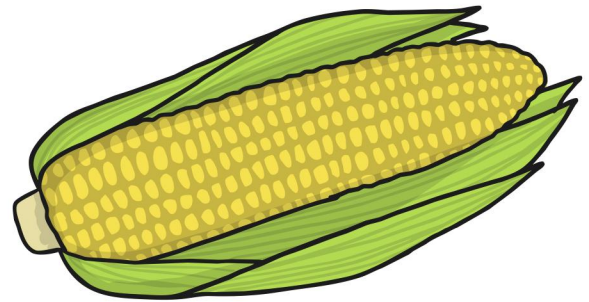
ham



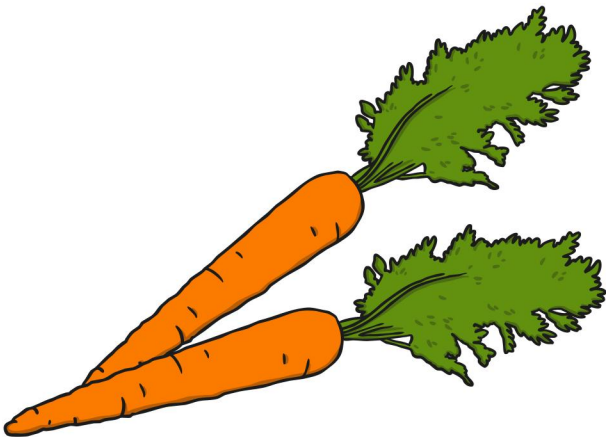
pie



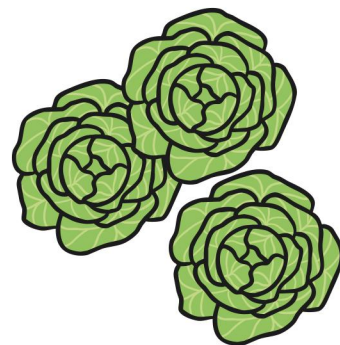
burger



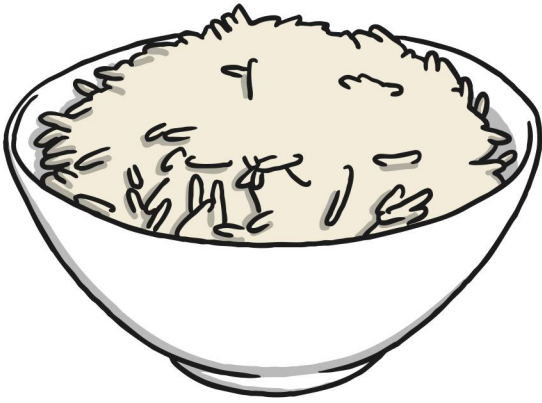
sweetcorn



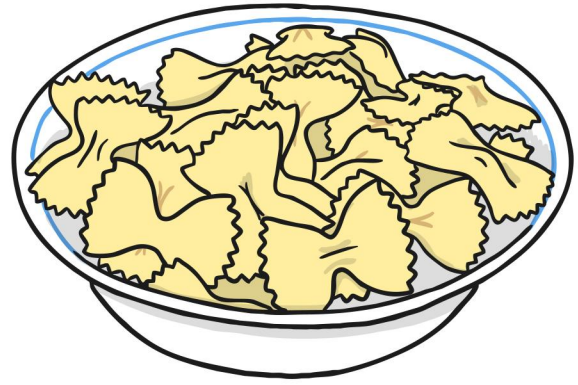
carrots



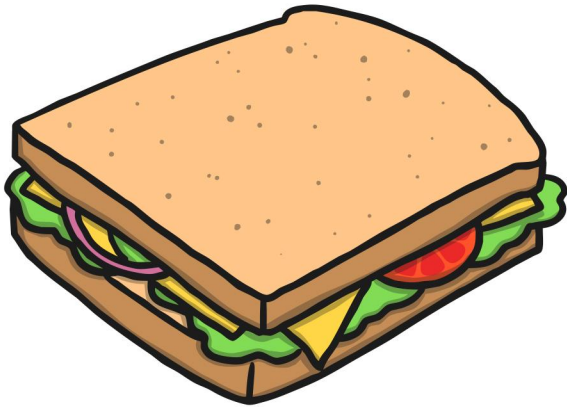
sprouts



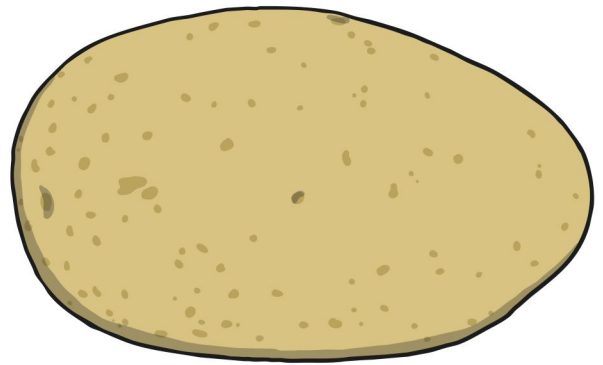
rice



pasta



sandwich



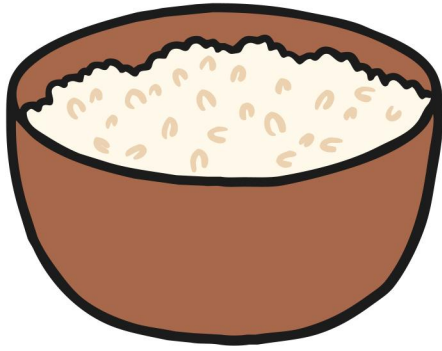
jacket potato



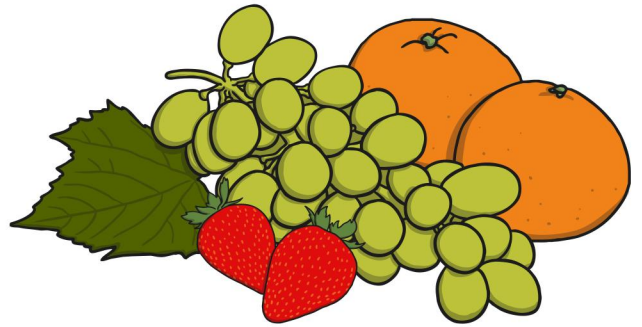
chocolate cake



biscuits



rice pudding



fruit



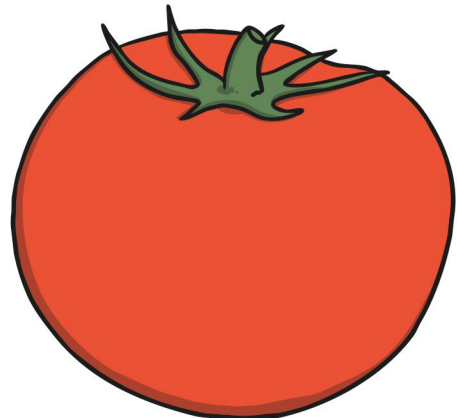
yoghurt



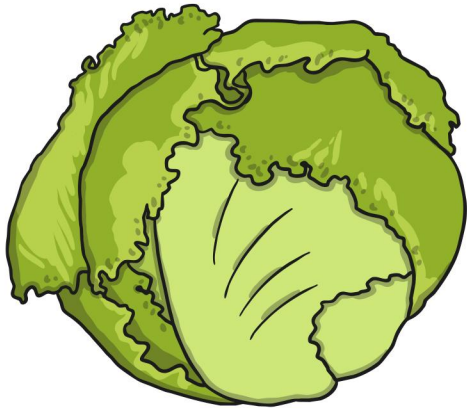
bun



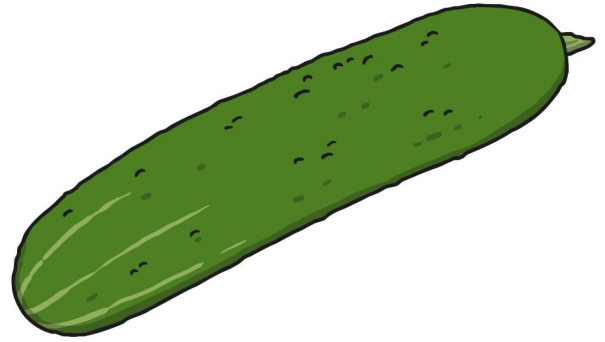
pepper



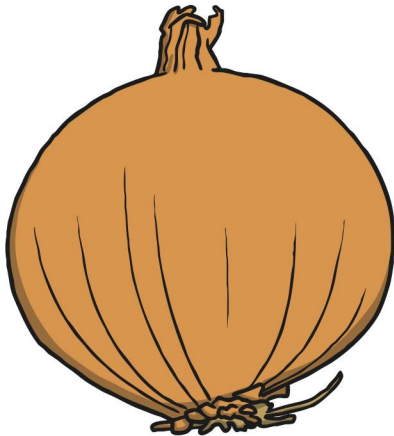
tomato



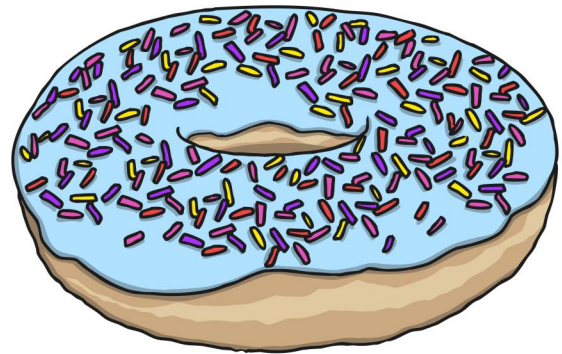
lettuce



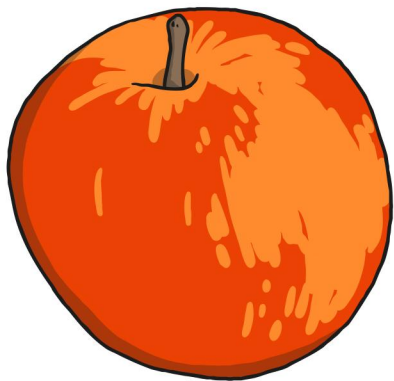
cucumber



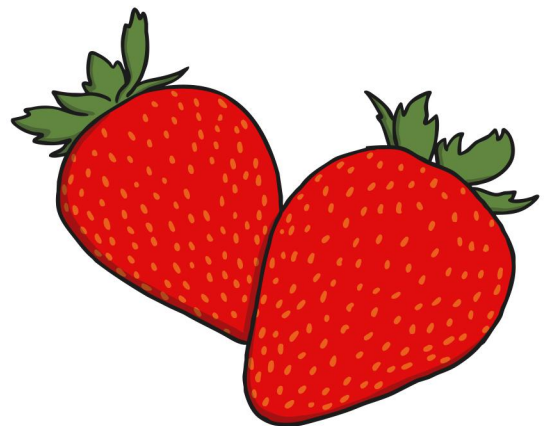
onion



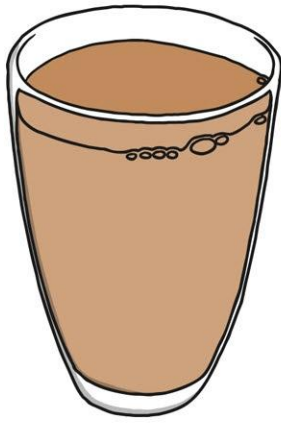
doughnut



apple



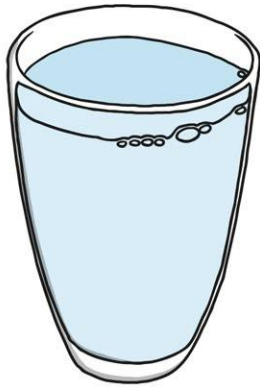
strawberries



chocolate milk



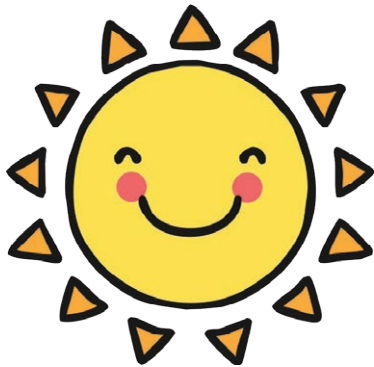
fizzy drinks



water

What did

(character)
just do?



Why do you
think they
did that?



What do
you think

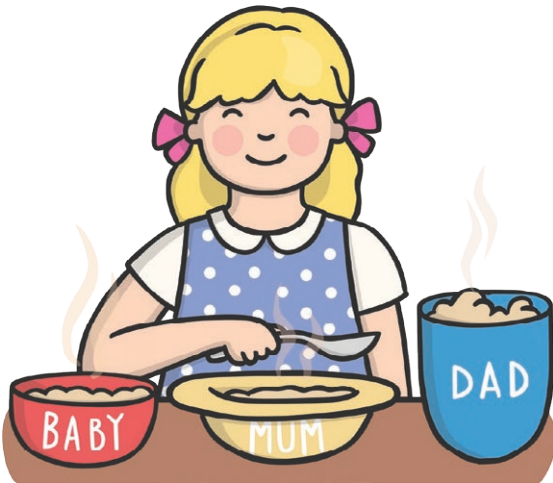
(character)
is like?



What do you
think will
happen next?



Why do you think that?



What do you think this story is about?



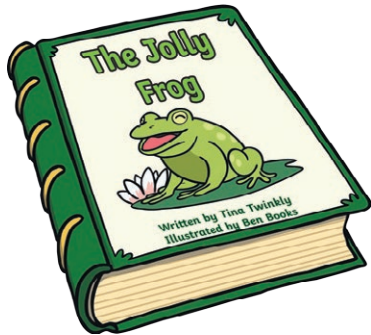
Which part of the story did you like the most? Why?



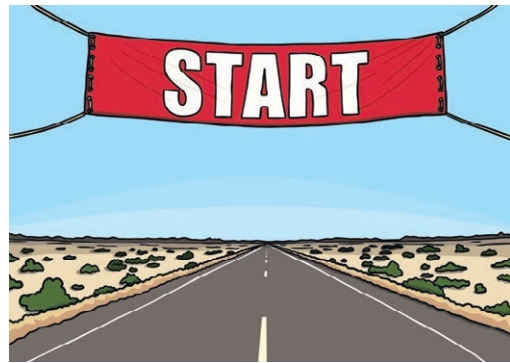
Which part of the story did you like the least? Why?



Looking at the cover, what do you think this story is about?



How did the story start?



What happened at the end of the story?



What happened in the middle part of the story?



Were there any baddies in the story?



Were there any heroes?



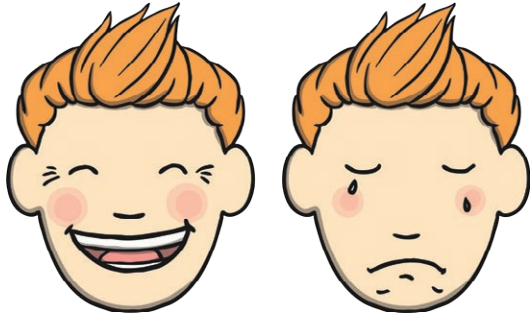
How does _____
(character)
feel at the end?



Which part of the story did you like the most?
Why?



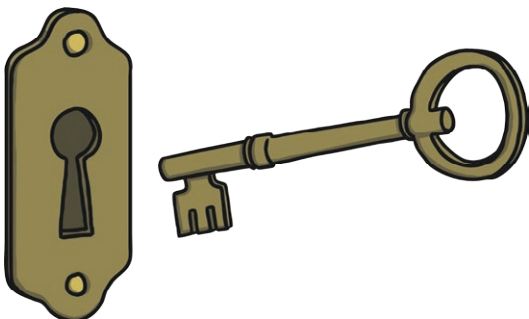
How did this story make you feel?



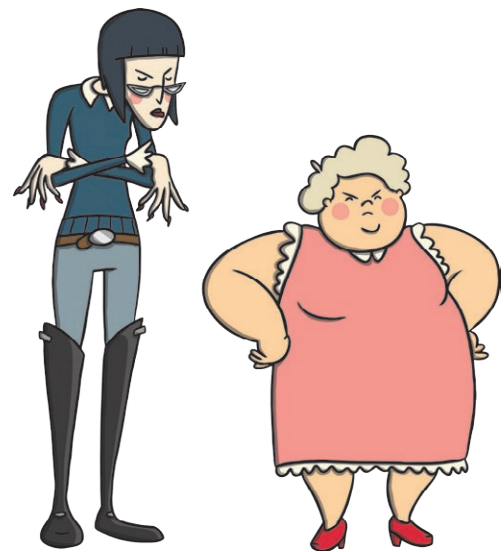
What was the happiest part of the story?



What is the moral to this story?



What type of characters were there in the story?



Has anything
like this ever
happened to you?
What was it?



If you were
_____ (character) what
would you do
differently?



If you could make
a new ending
what would it be?



Find an interesting
description in the
story. Who or what
does it describe
and why is it
interesting?





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), respond to questions that require simple recall.

Task

Activity One – Listen and Respond – The Zoo Vet

Read the story [The Zoo Vet](#) aloud to engage the pupils' interest. Ask questions to help them recall the events of the story. Use [The Zoo Vet Stick Puppets](#) to act out the story. When the pupils are familiar with the story, use [The Zoo Vet: Days of the Week Posters](#). Say each day of the week and pause to see if the pupils can remember and say which animal went to the vet on each day and for what reason. Finish off the activity by using [The Zoo Vet Story Sequencing Cards](#) to retell the story.

Activity Two - Question and Word

Read [A Picnic in the Woods](#). Use the listening questions as prompts for pupils to recall the story. When reading, stress the highlighted words as these are the answers to the questions. Set out the [Food Cards](#) to see if the pupils can recall which of the foods featured in the picnic.

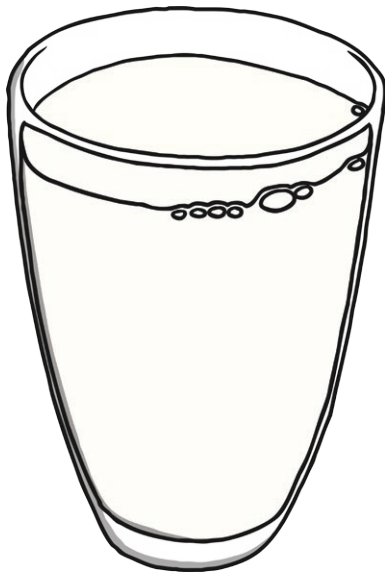
Activity Three - Books

When sharing books, read a few pages and then stop at appropriate places to ask the pupils to think about what has happened. Use the [Reading Prompts and Questions](#) cards to encourage pupils to recall the story.

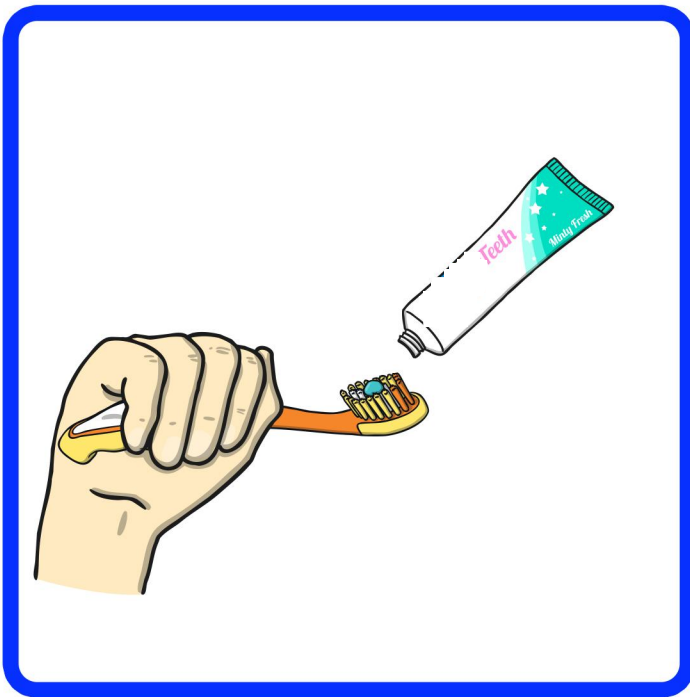


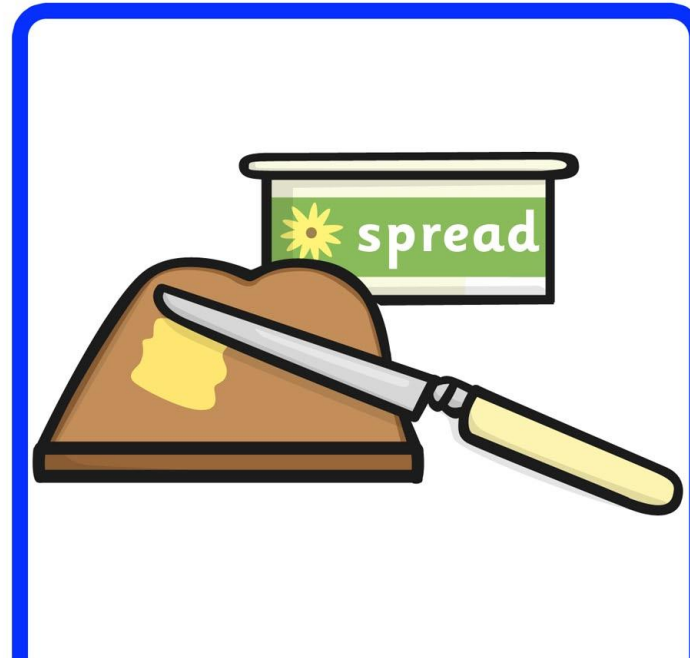
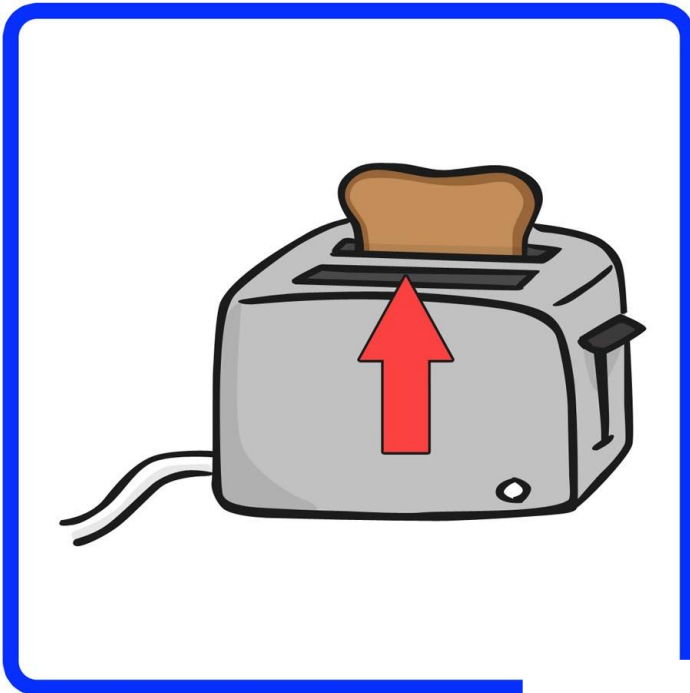
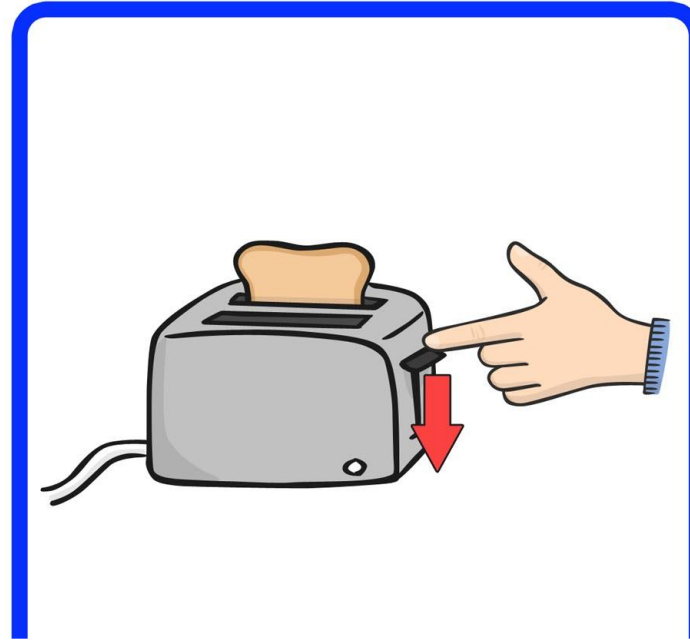
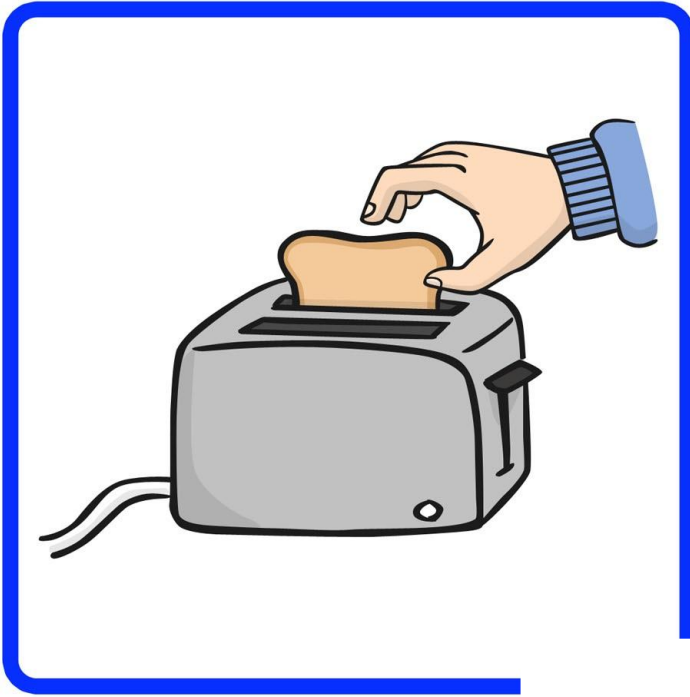
Sequencing Cards

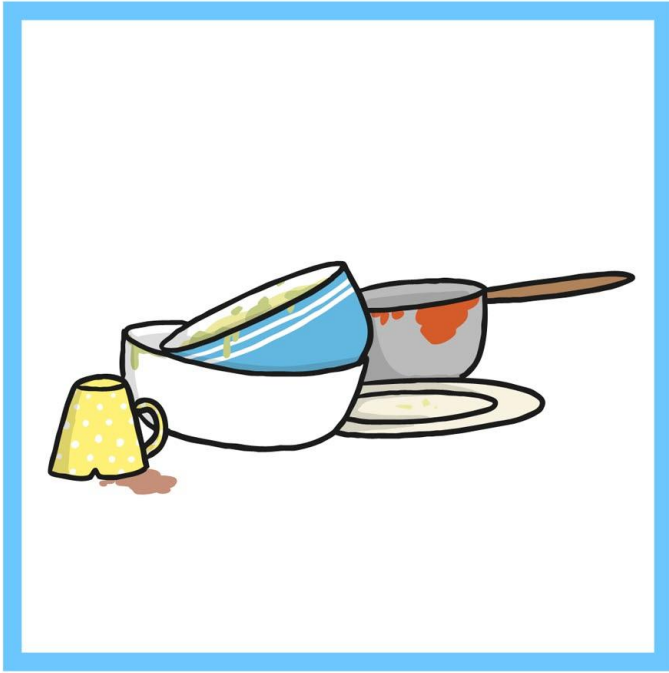
Drinking Milk













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.



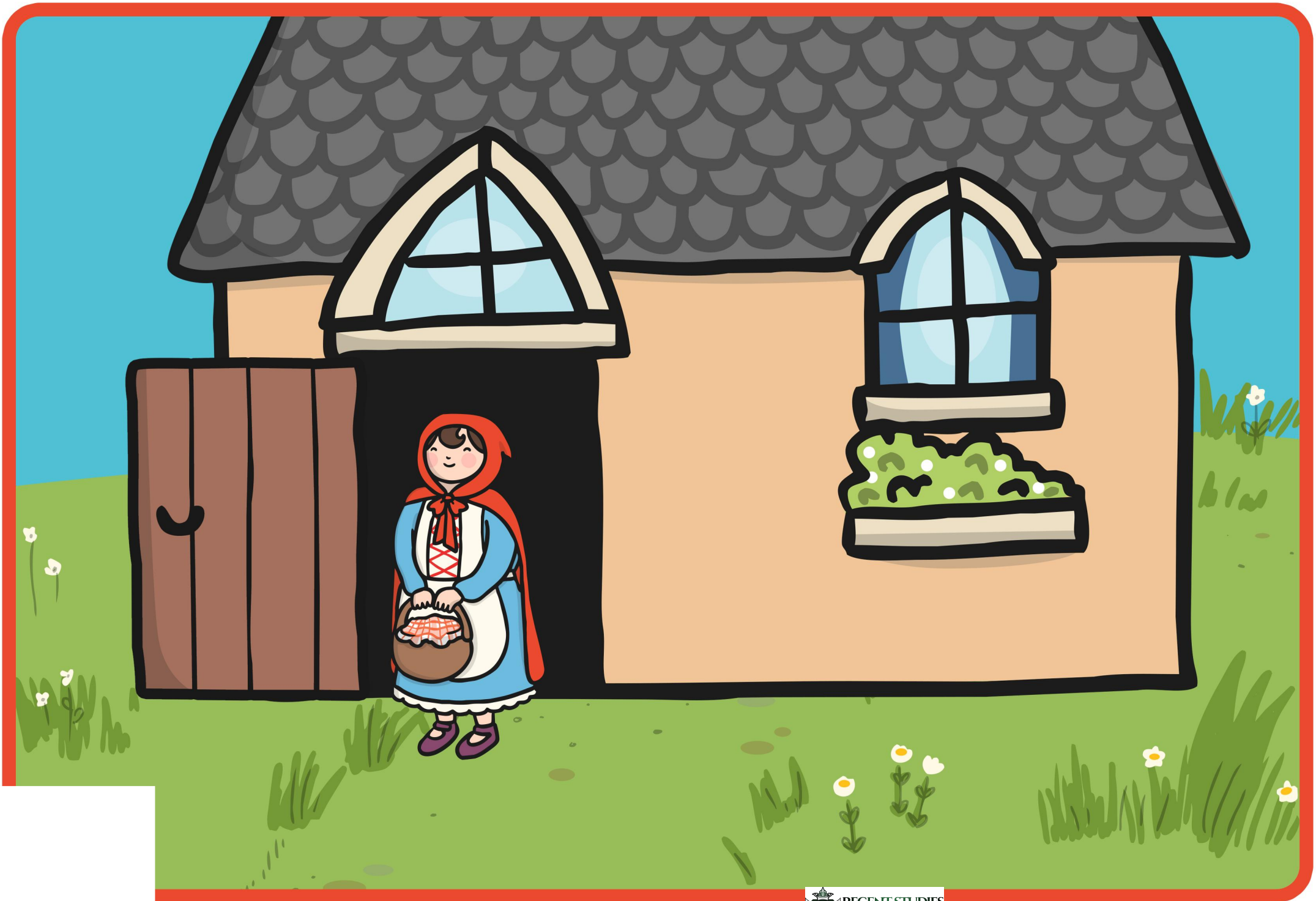
The woodcutter hit the wolf over the head. The wolf ran away and Little Red Riding Hood never saw him again.





Little Red Riding Hood



























The End

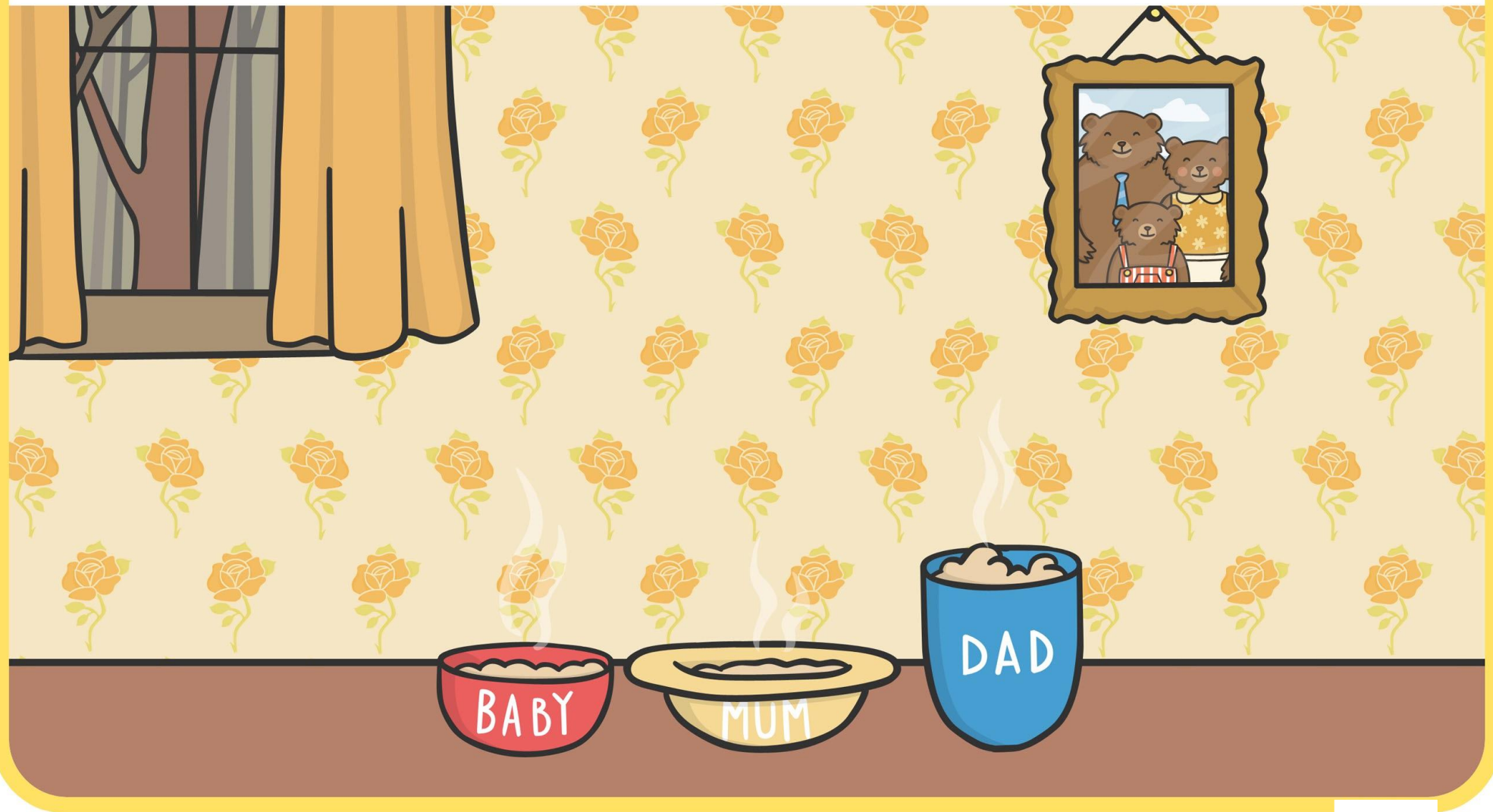


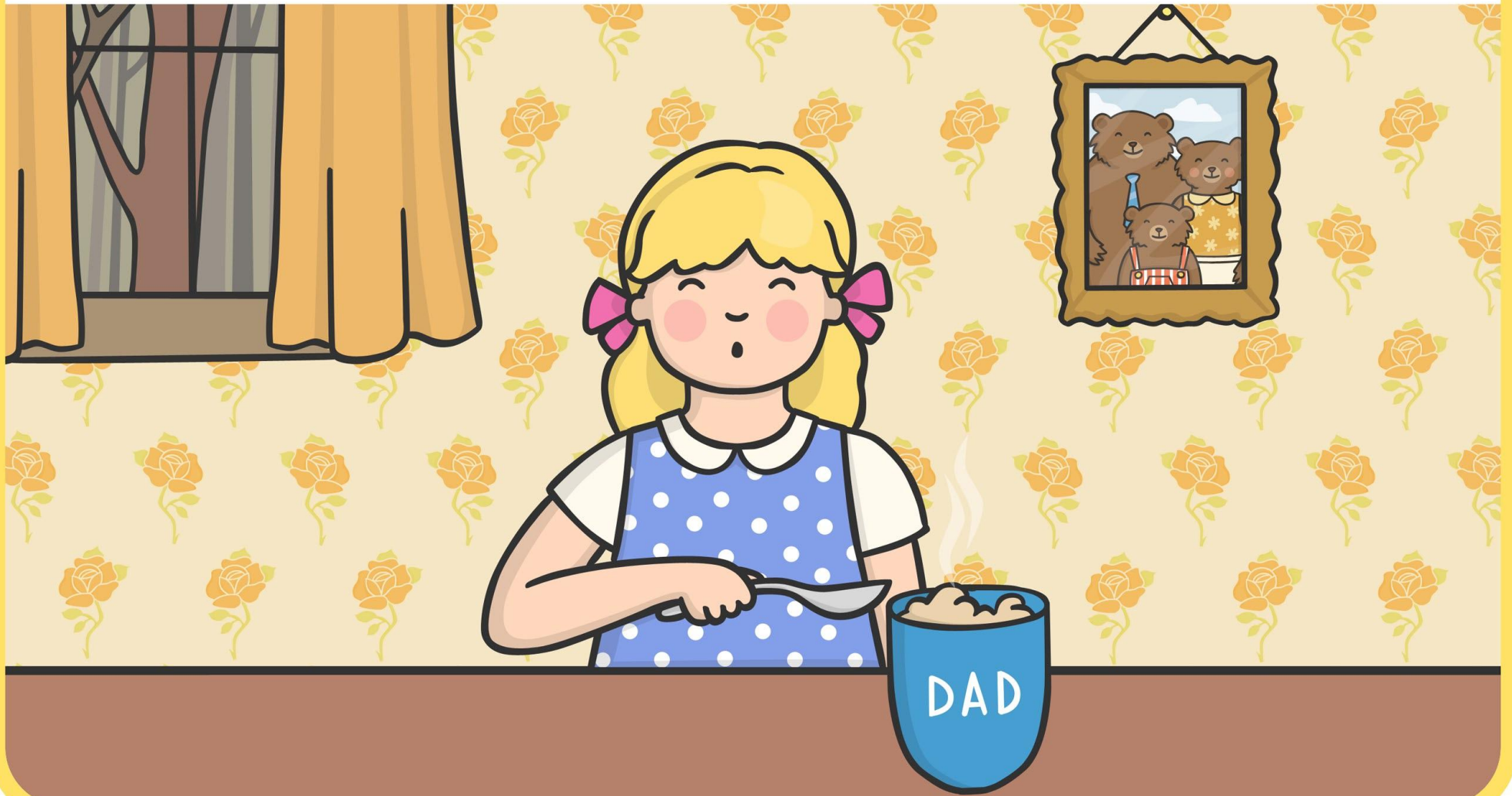
Goldilocks and the Three Bears

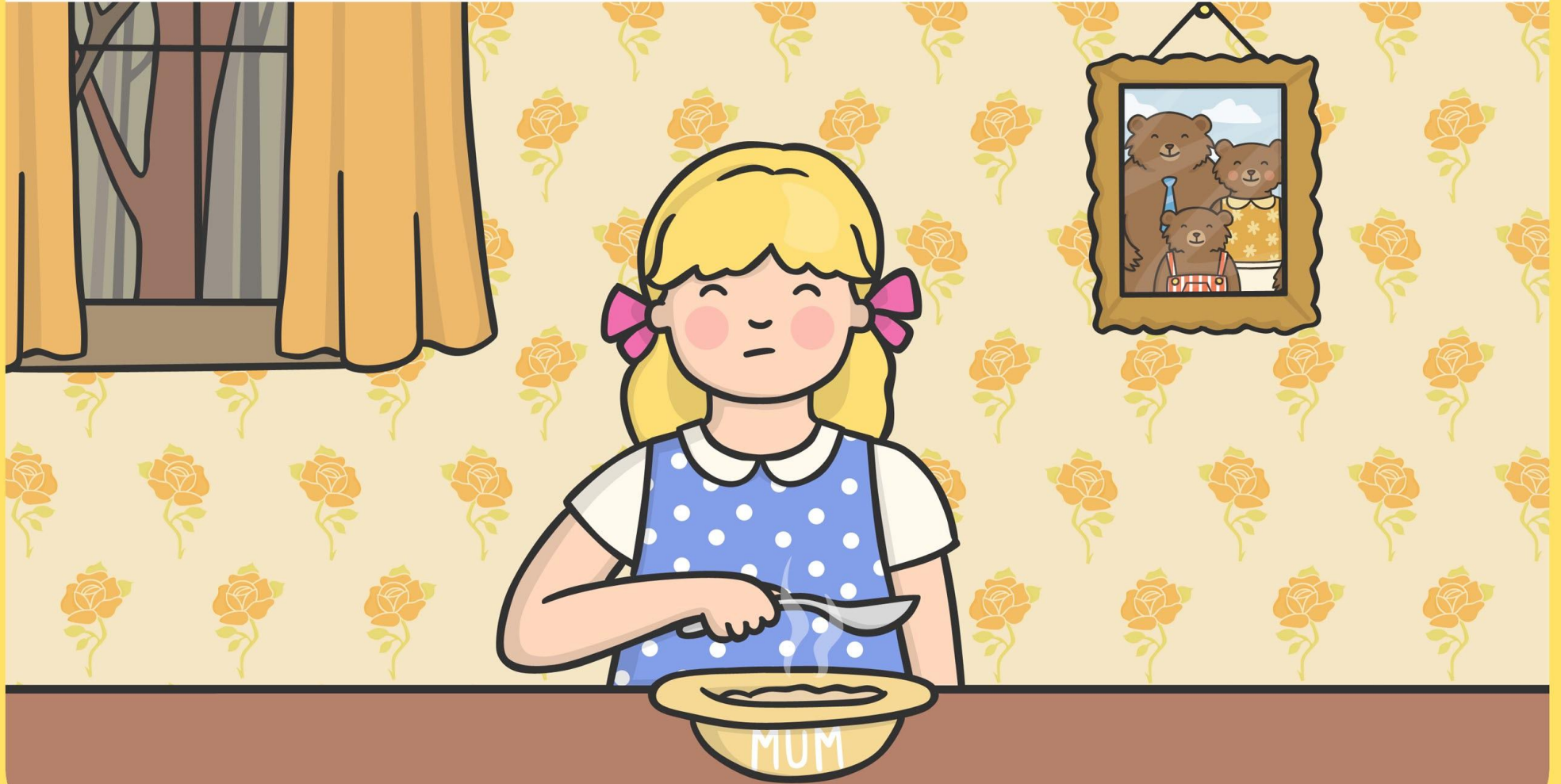




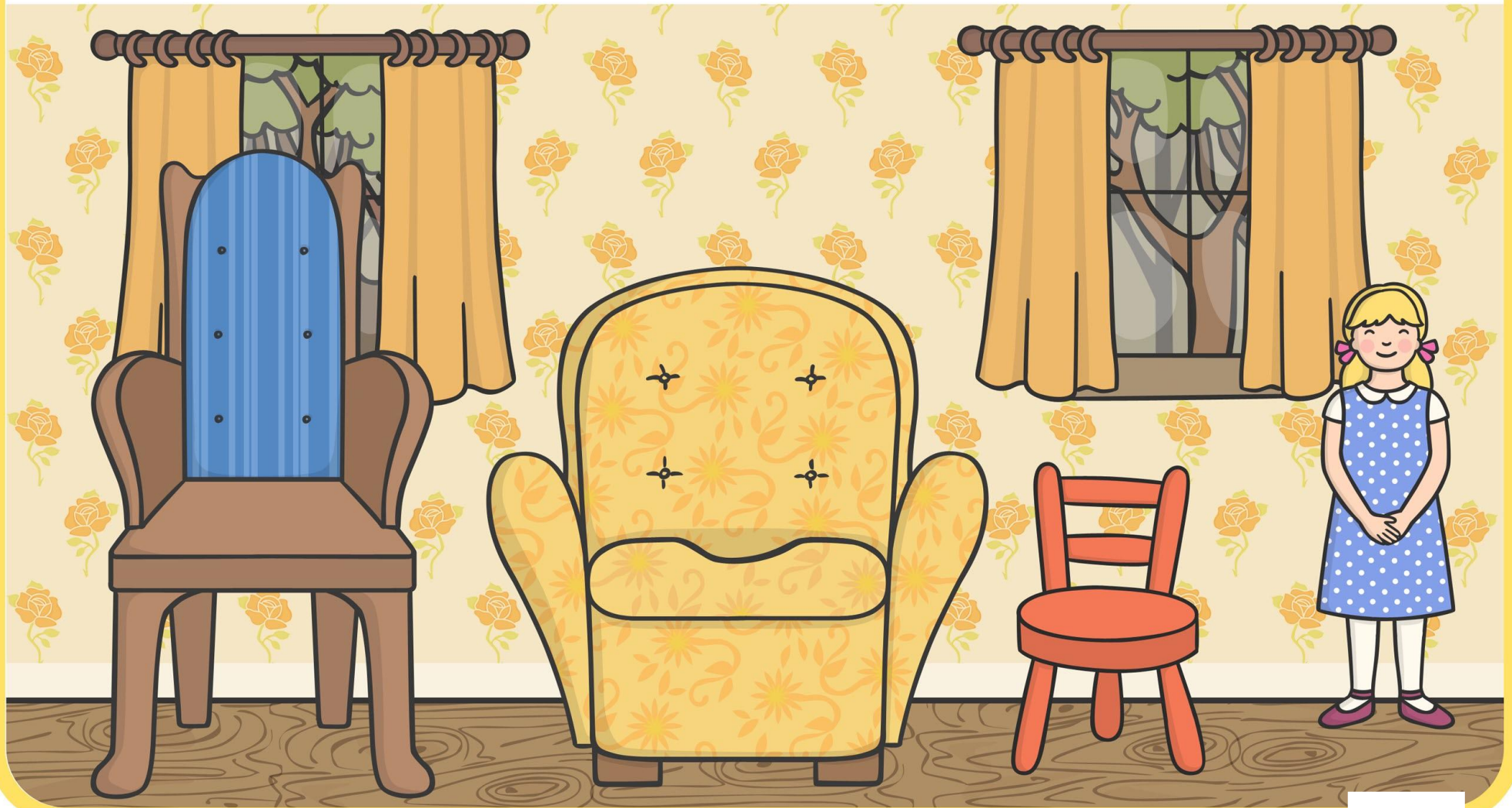


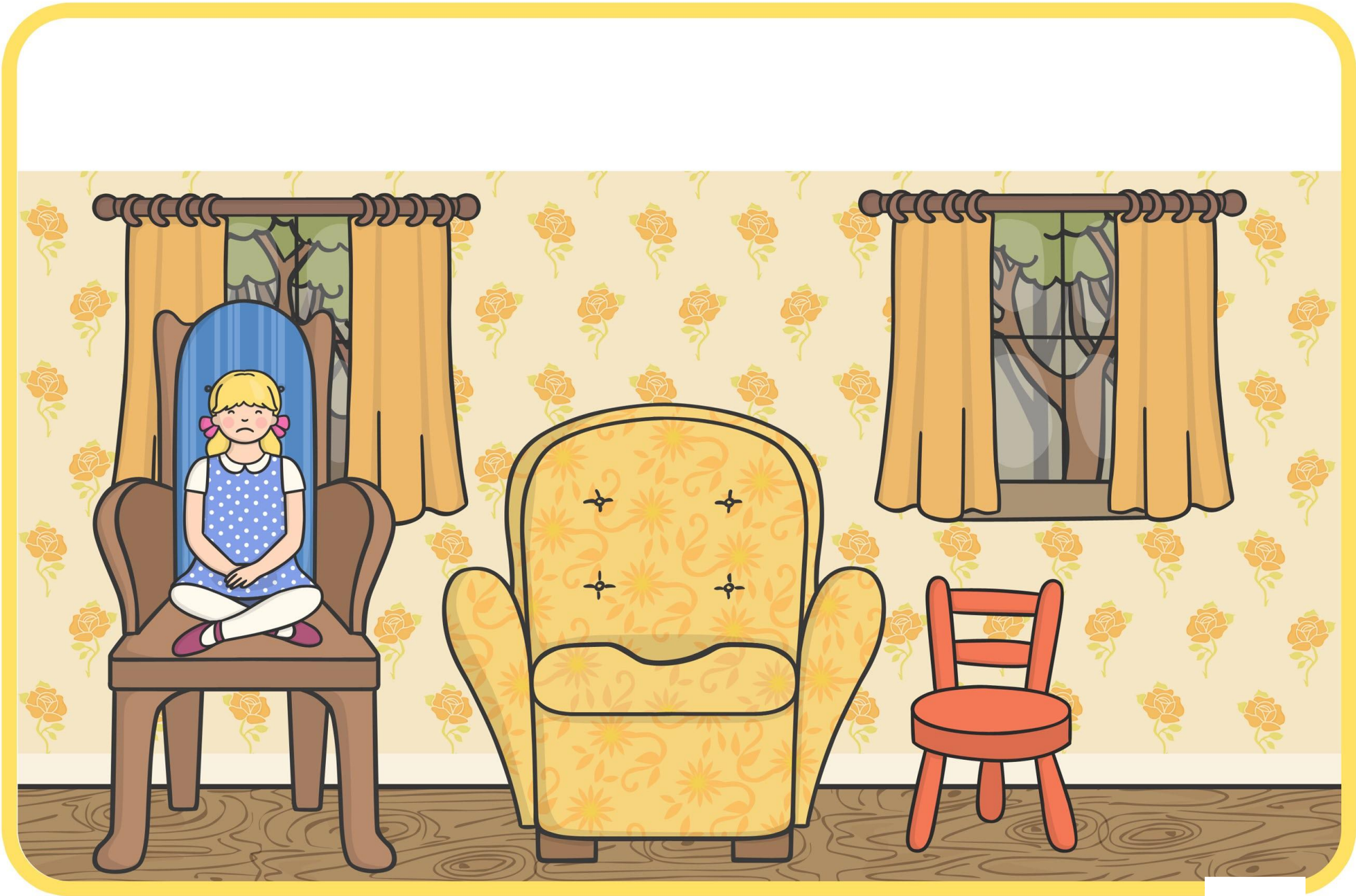


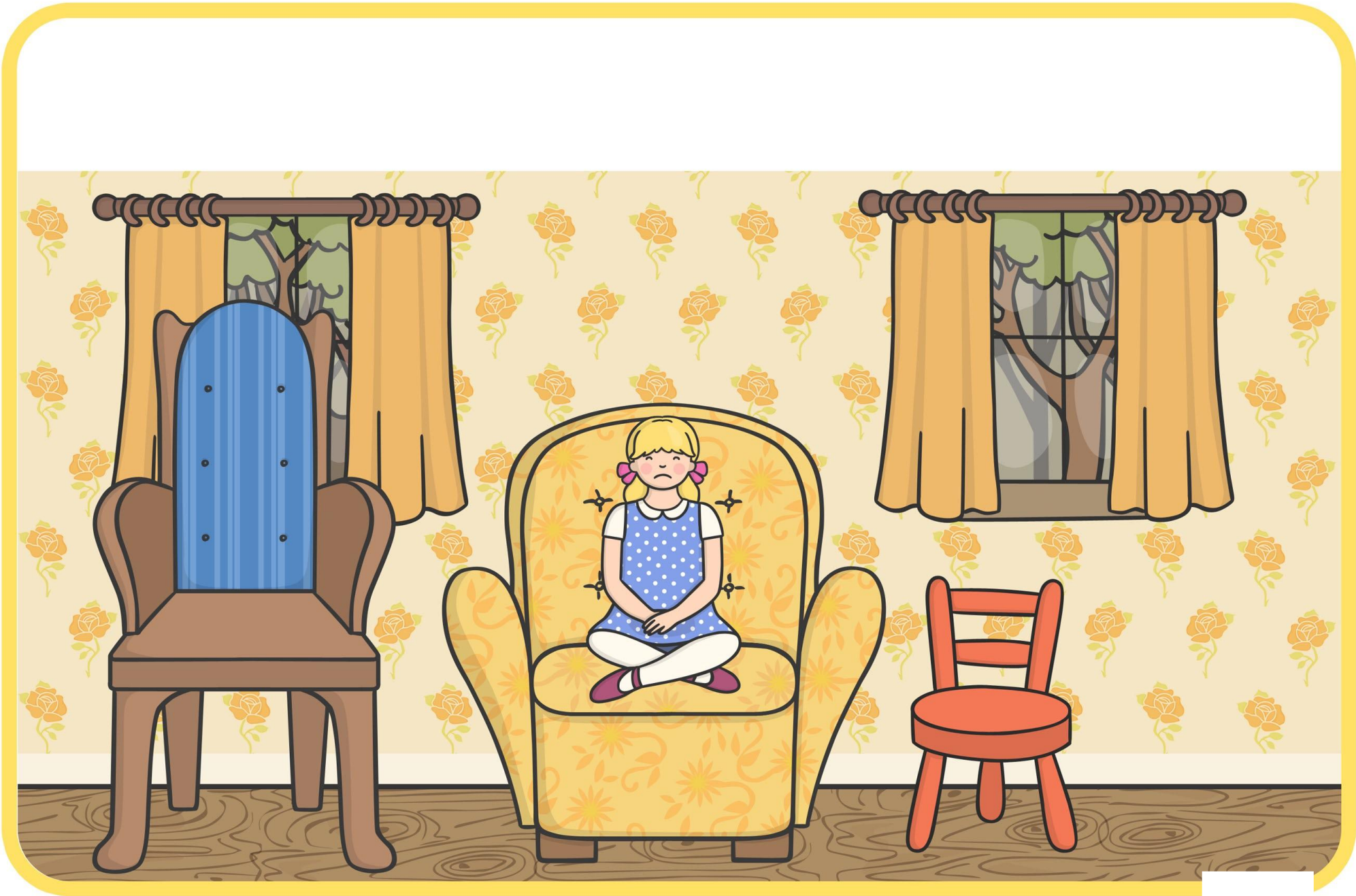


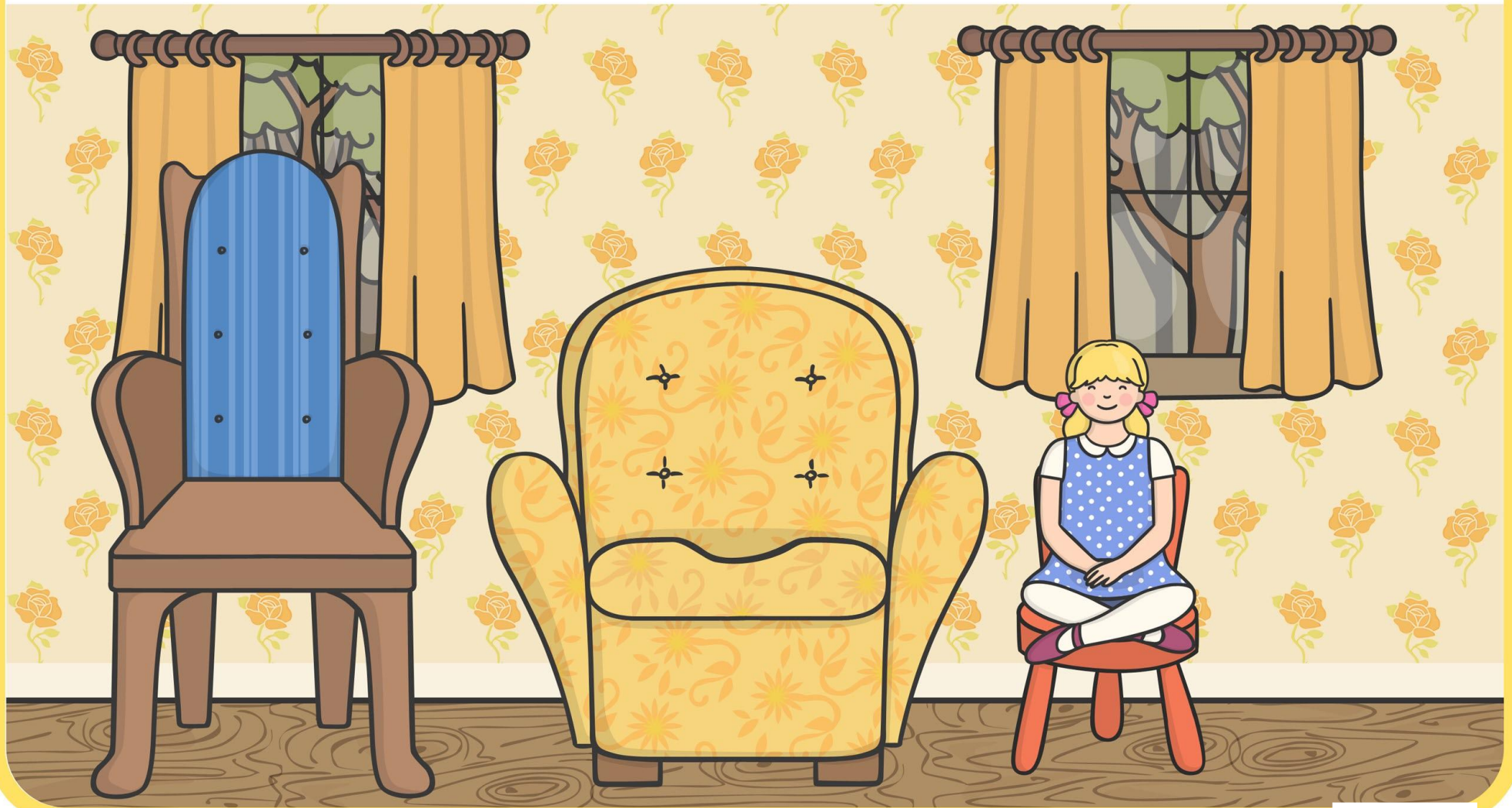


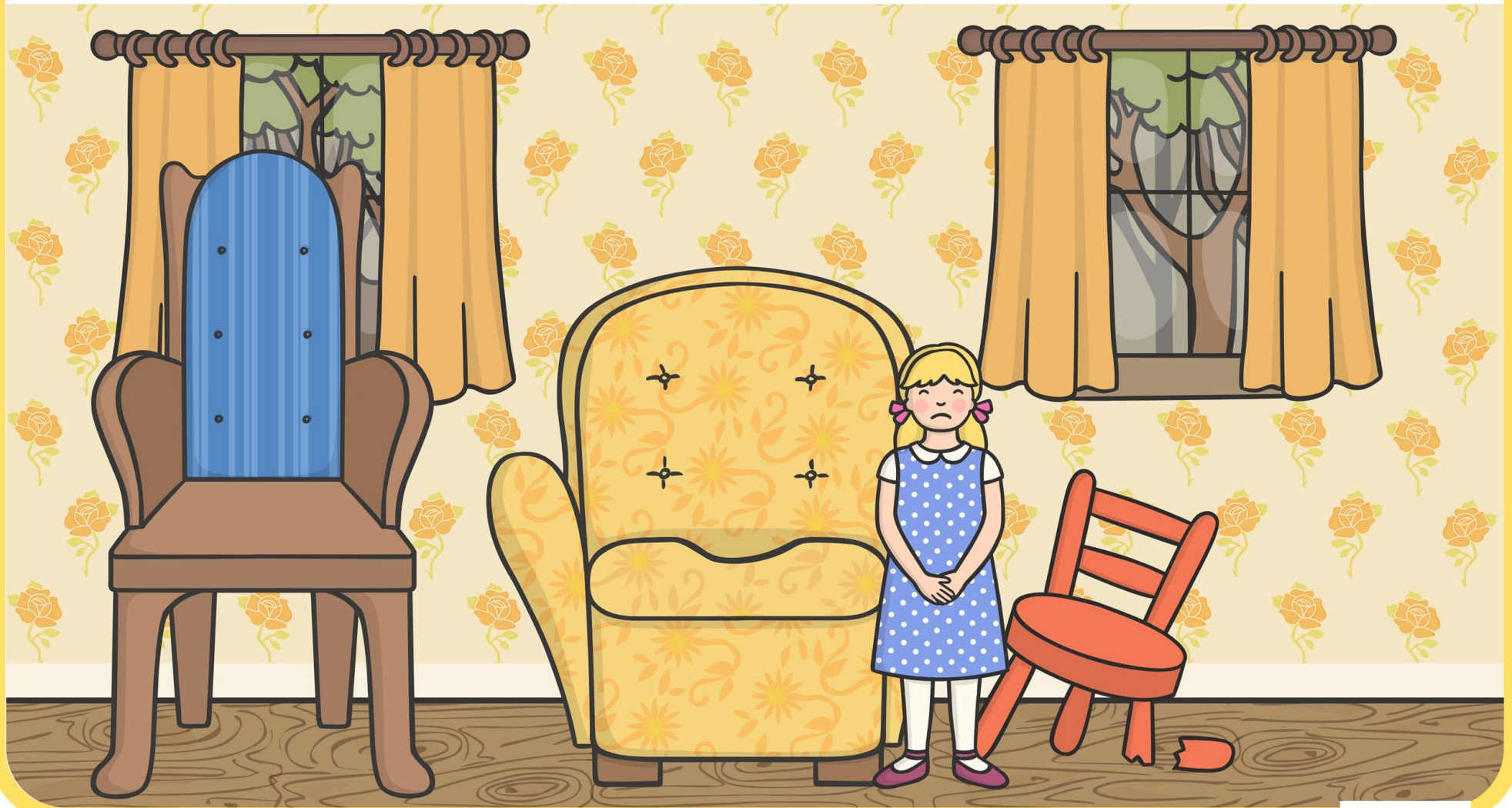


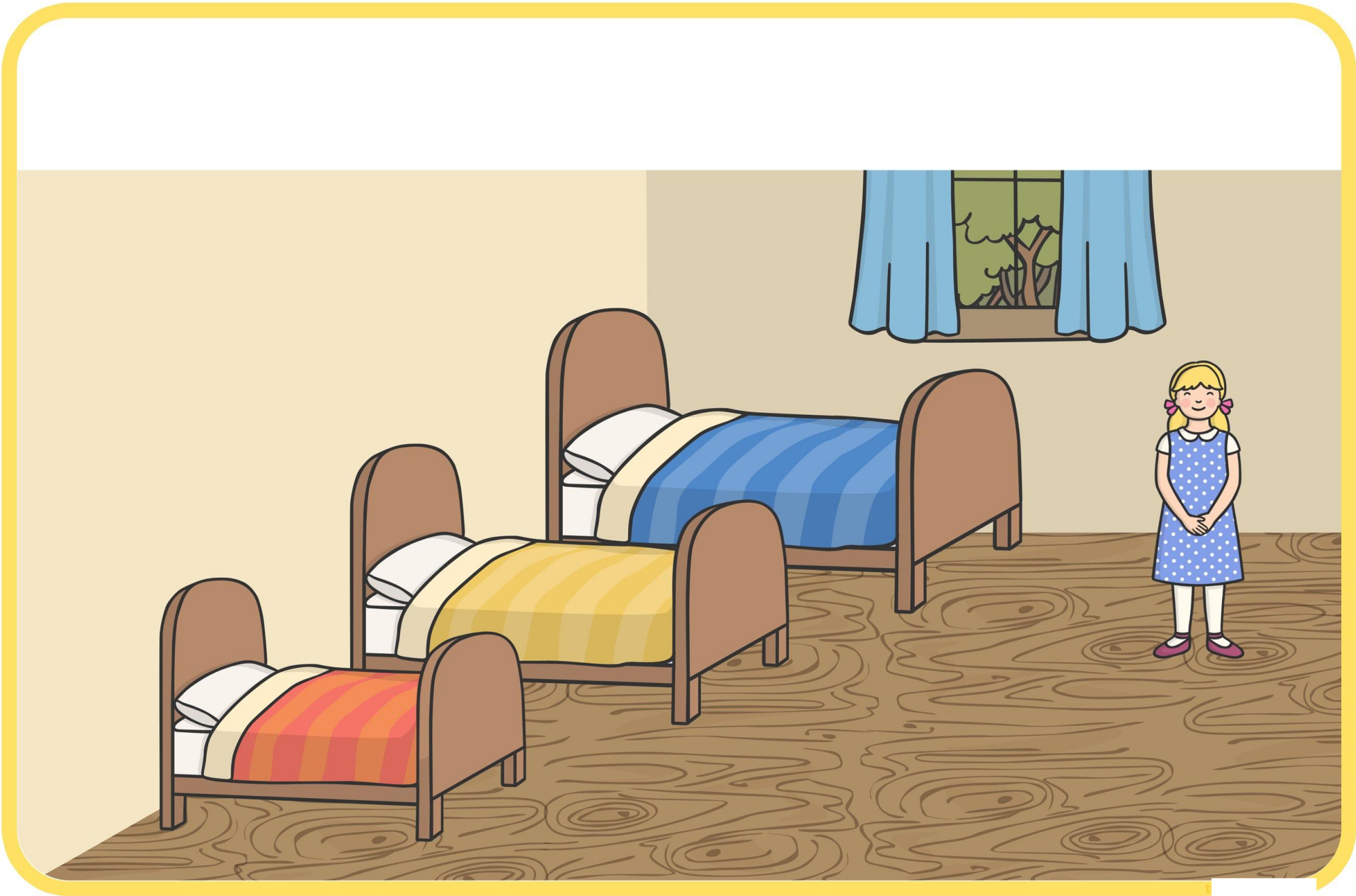


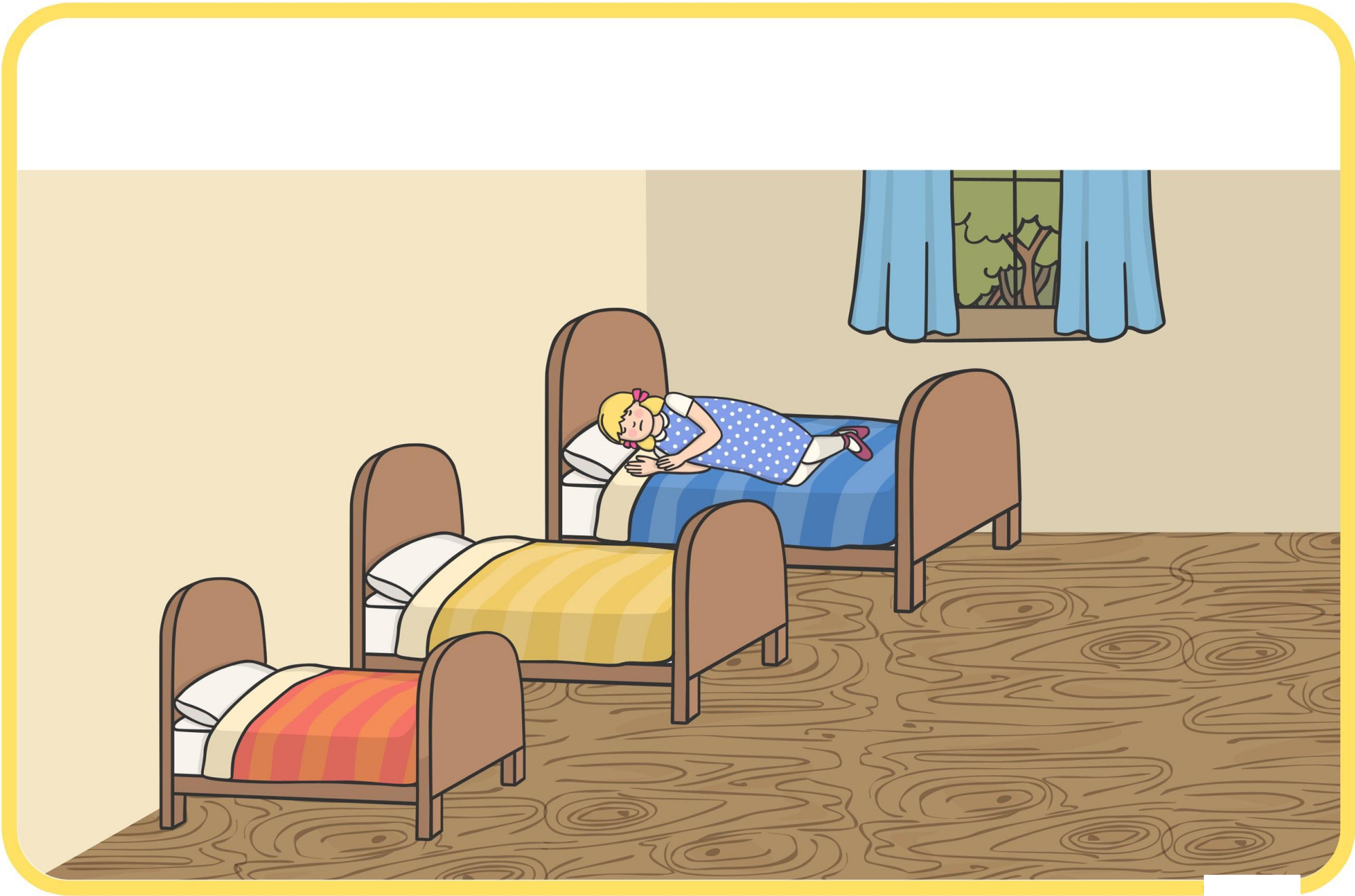


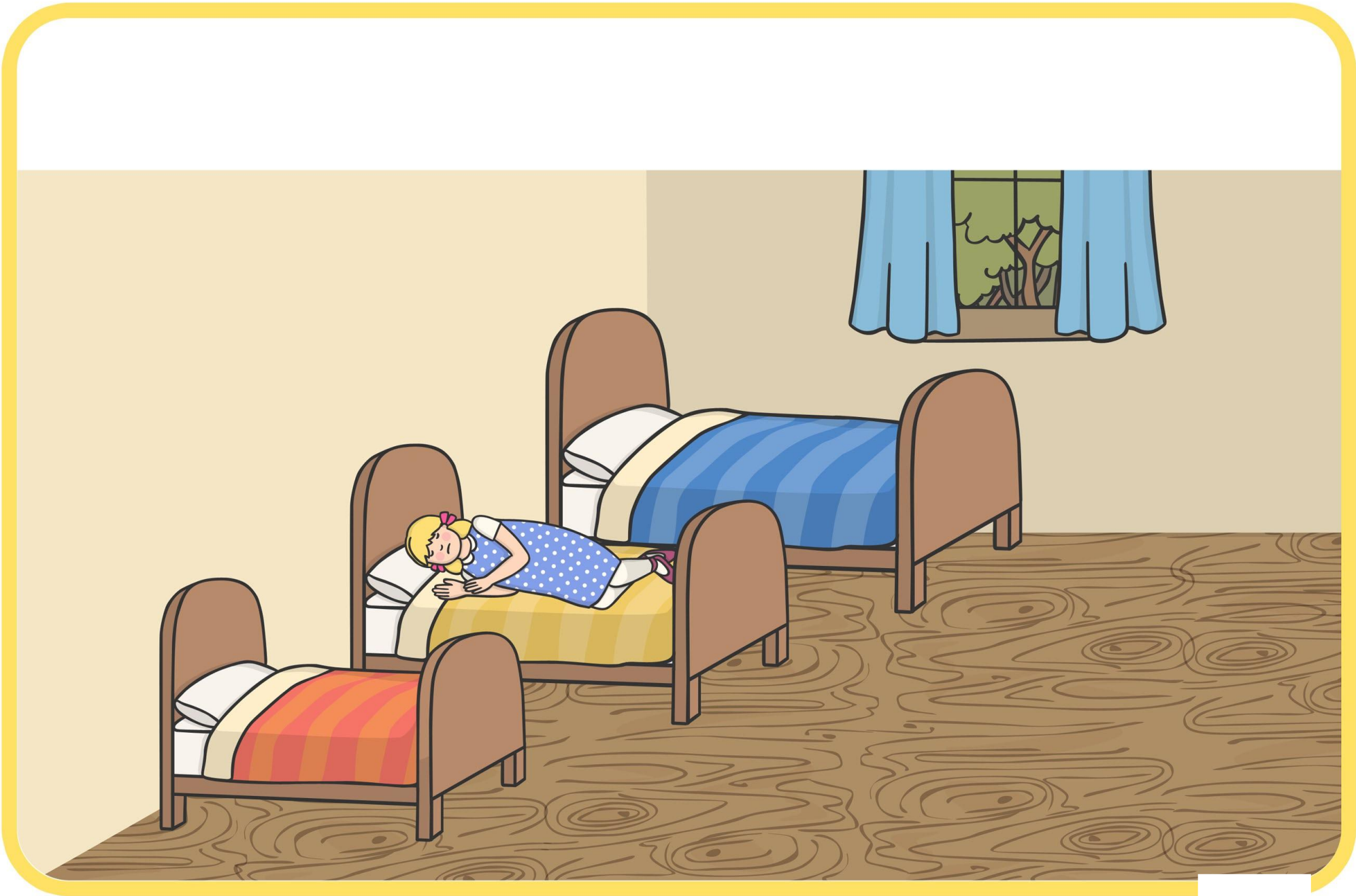


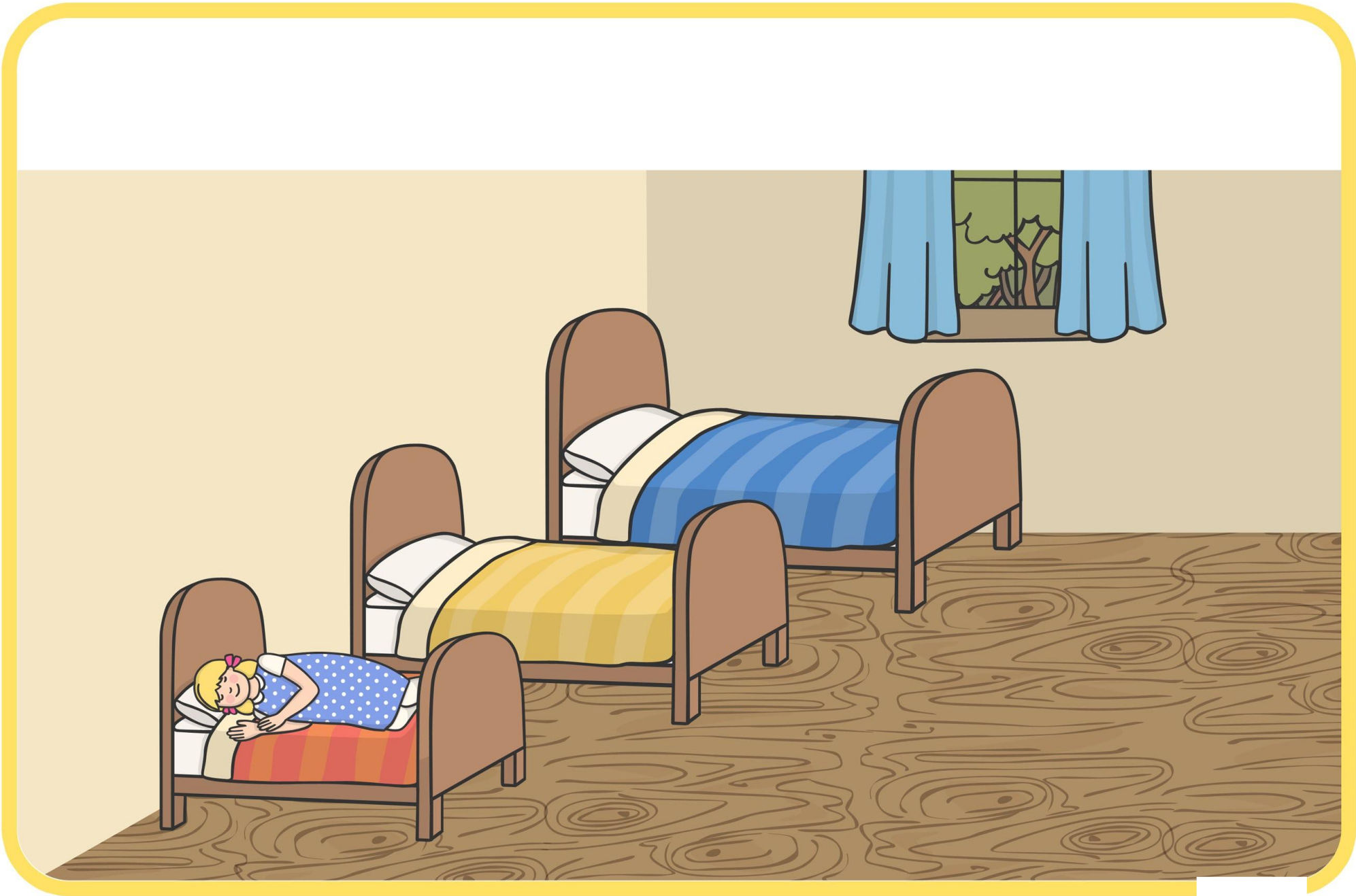




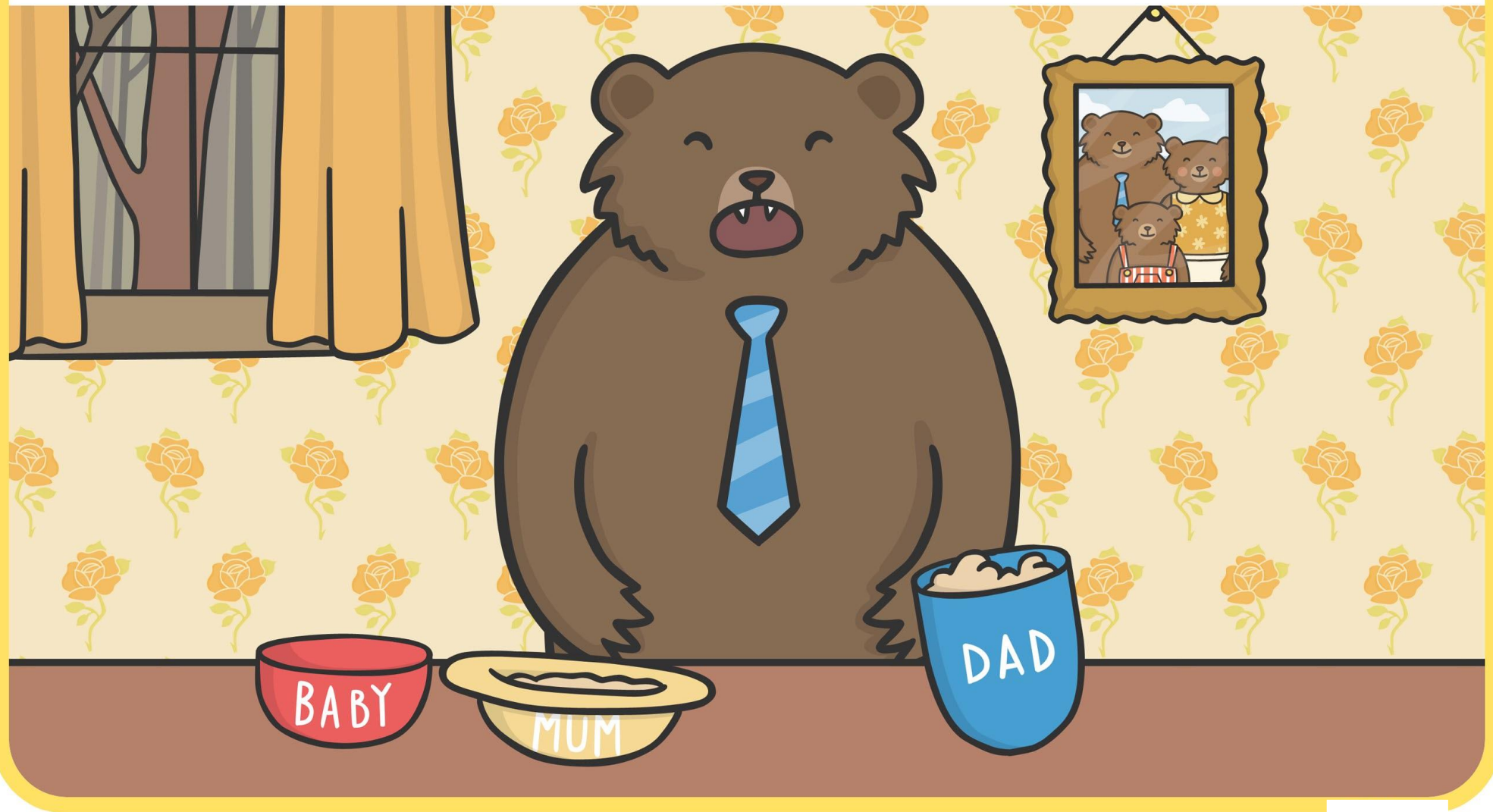




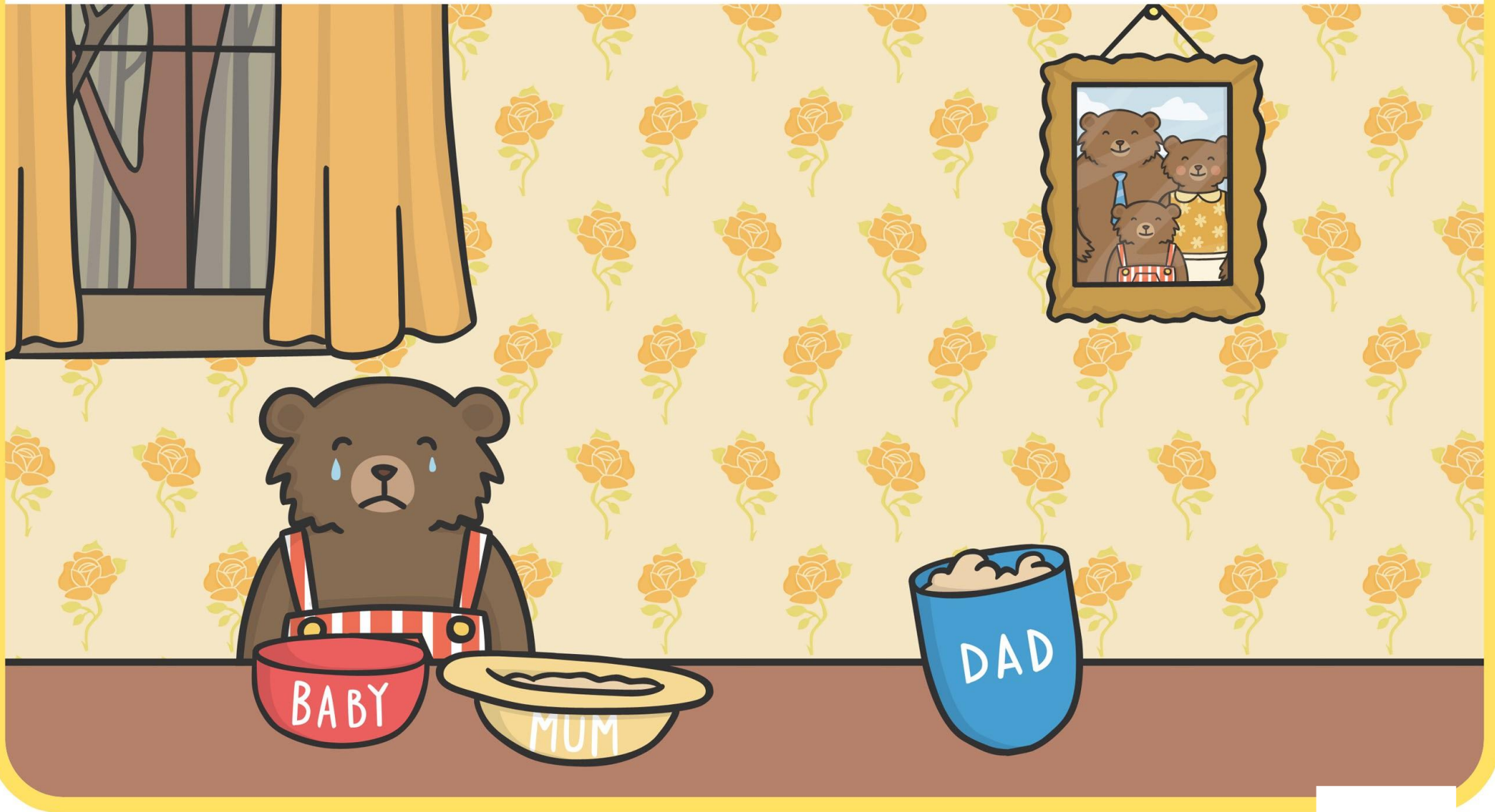


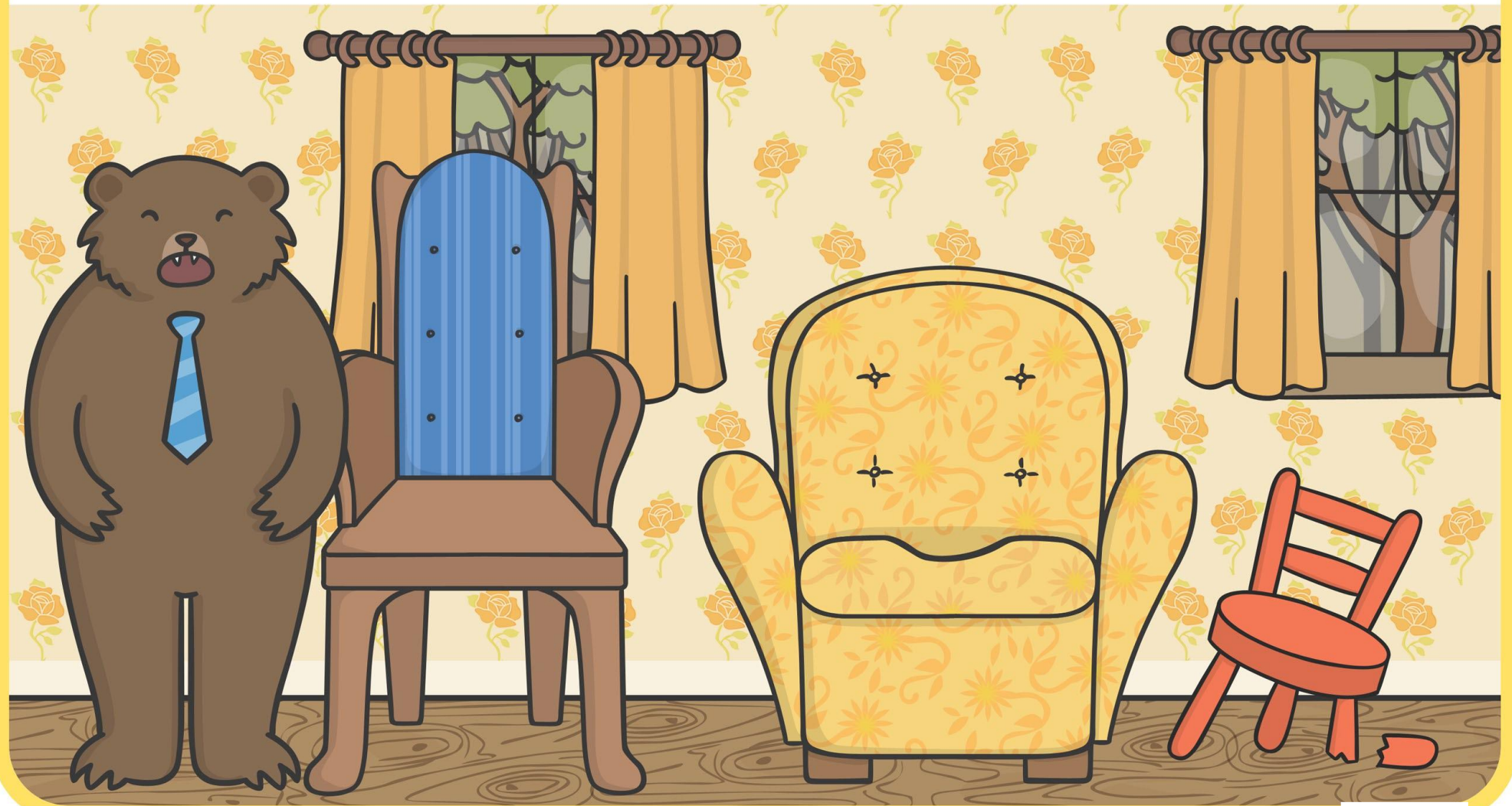


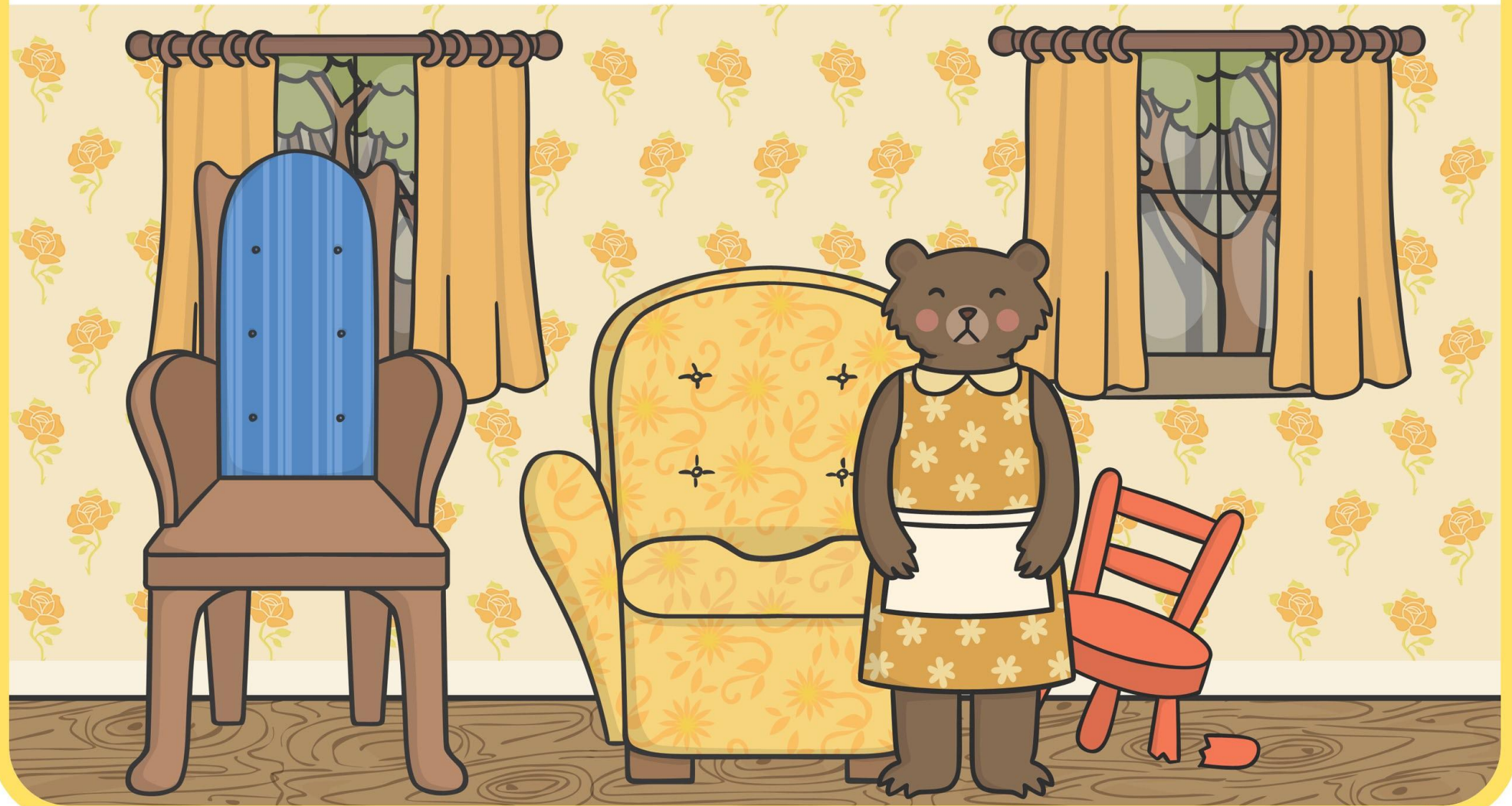


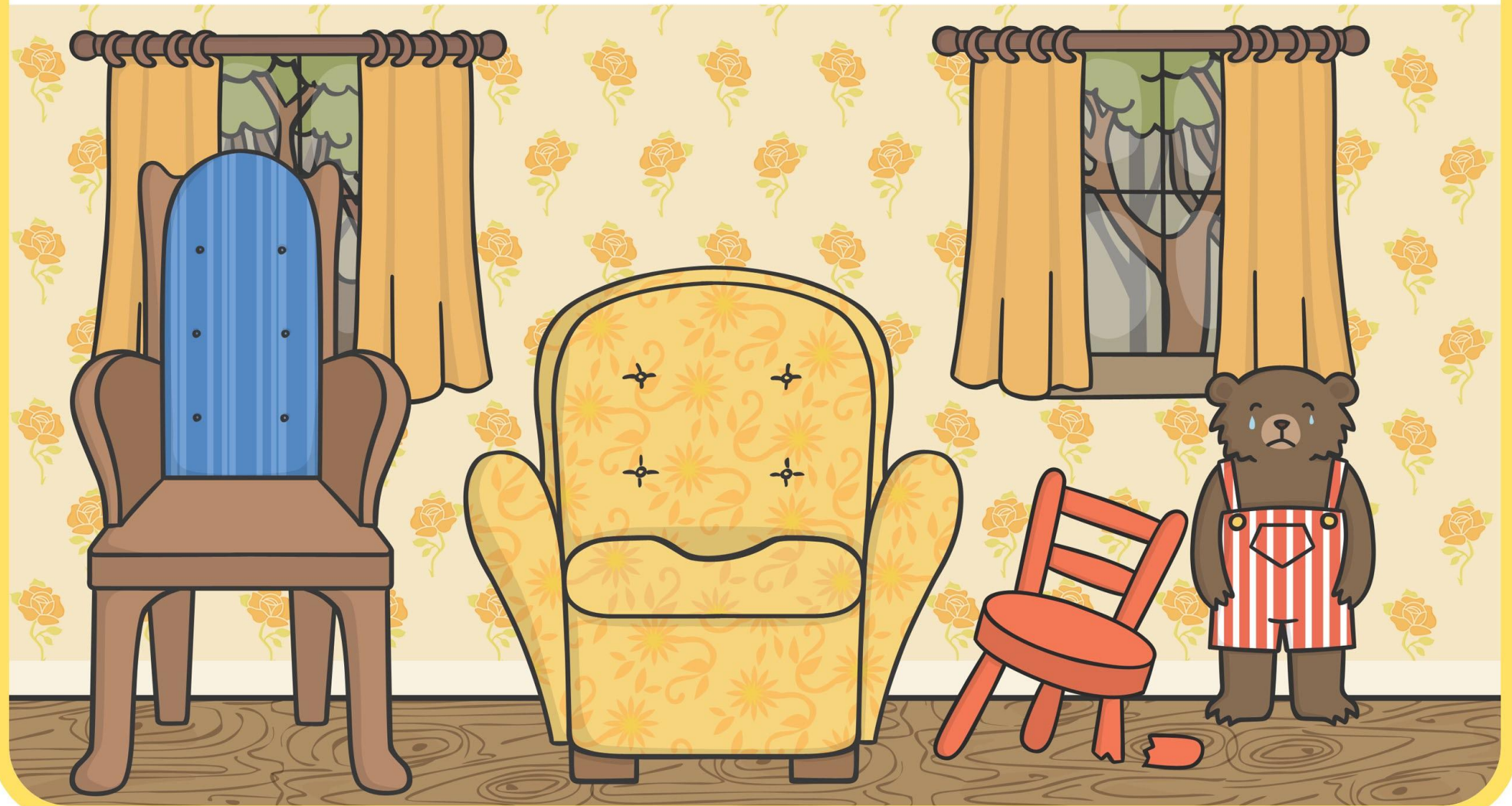


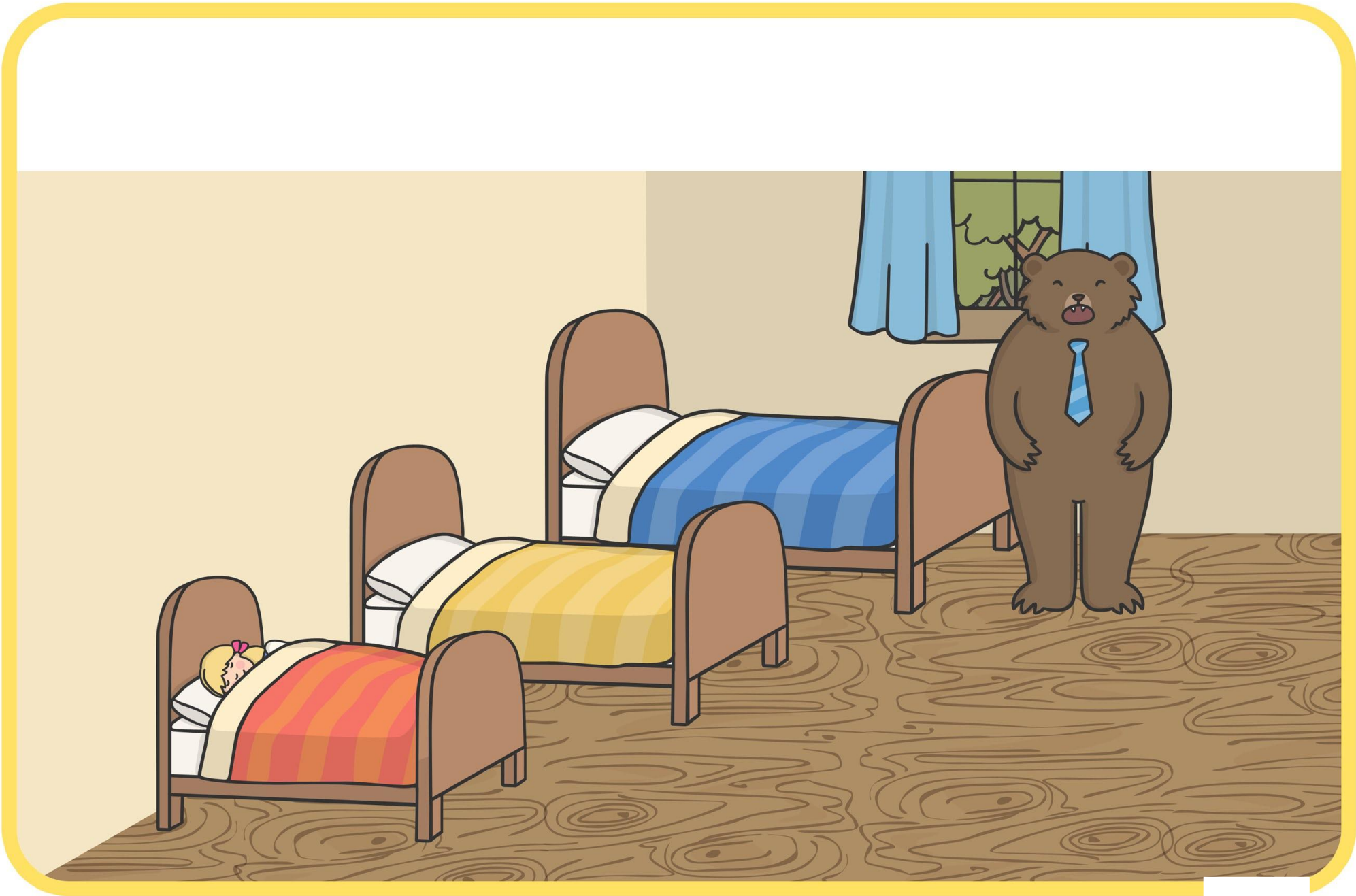




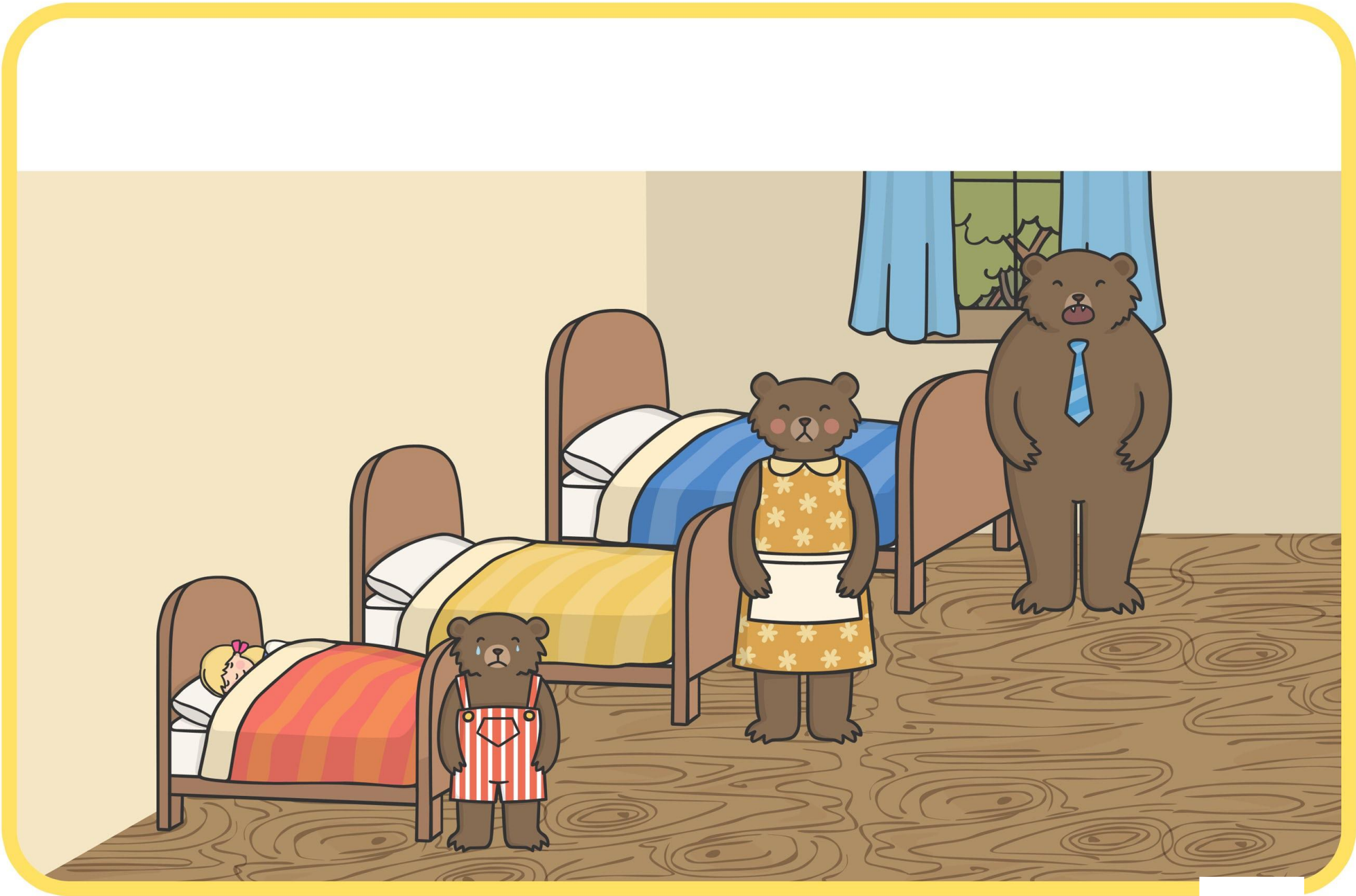


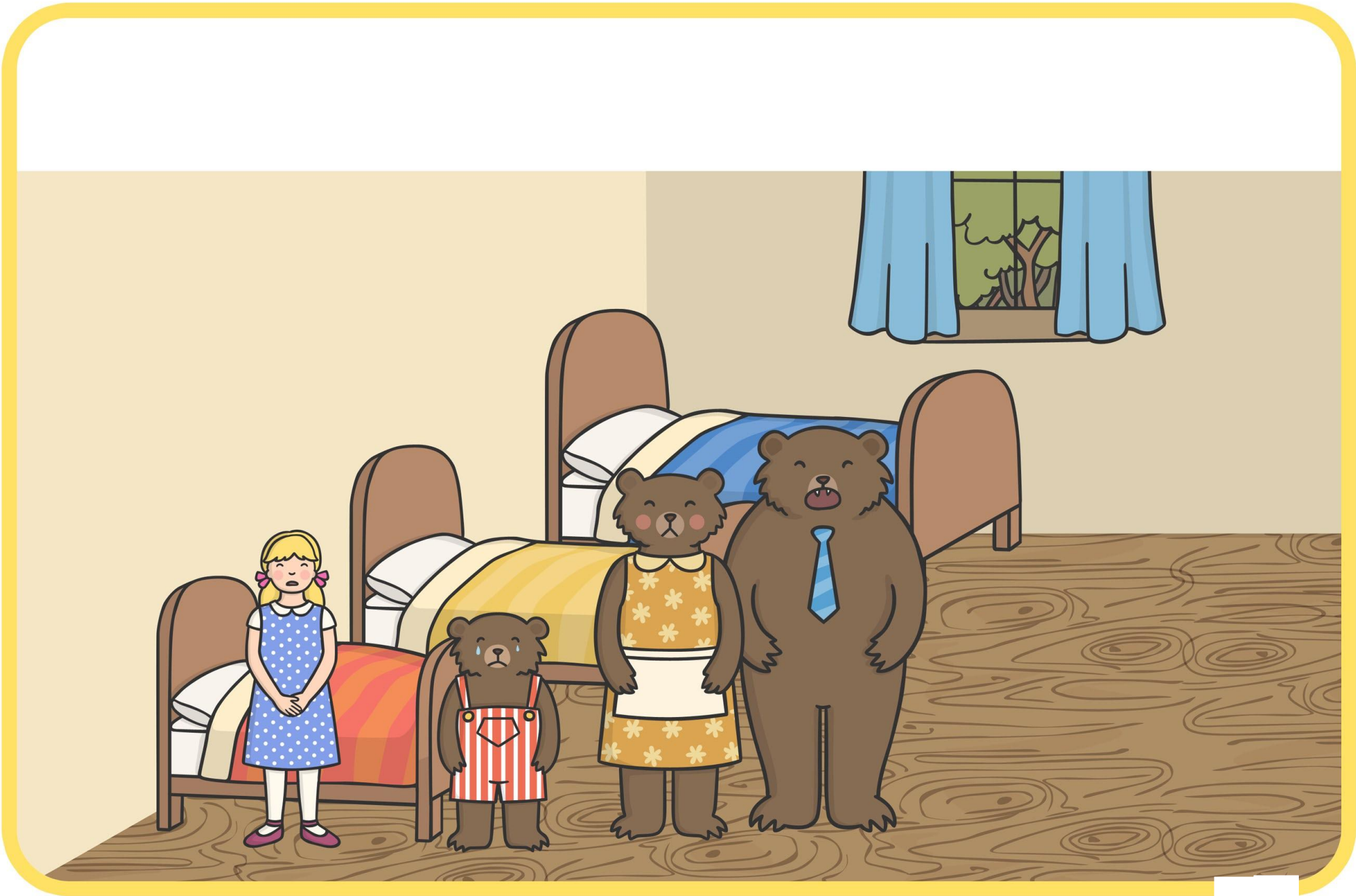














The End.





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.