



# Standard 4 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 sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.**

- Adult Teaching Suggestions
- Phase 2-5 Phoneme Flash Card Pack
- Bingo Games
- Name the Alien Pack

## Strand B

**The pupil can read accurately by blending the sounds in words with up to five known graphemes.**

- Adult Teaching Suggestions
- Treasure Words Games Pack
- I Can Read! Activity Pack

## Strand C

**The pupil can read some common exception words.**

- Adult Teaching Suggestions
- Common Exception Word Cards Set 1
- Common Exception Word Cards Set 2
- Roll and Read Activity Mats
- Common Exception Words Bingo Game 1
- Common Exception Words Bingo Game 2

## Strand D

**The pupil can read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.**

- Adult Teaching Suggestions
- Reading Comprehension Three Key Words
- The Lion and the Mouse

## Strand E

**In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), talk about events in the story and link them to their own experiences.**

- Adult Teaching Suggestions
- Five Currant Buns Rhyme Activity Sheet
- Five Currant Buns Cut-Outs
- Old MacDonald Had a Farm Nursery
- Rhyme Poster
- Old MacDonald Had a Farm Role Play Masks
- The Little Red Hen Story



## Strand F

**In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), retell some of the story.**

- Adult Teaching Suggestions
- Incy Wincy Spider Sensory Resource Pack
- Incy Wincy Spider Story Sequencing Cards
- The Three Little Pigs Sensory Story
- Three Little Pigs Story Sack
- Three Little Pigs Role-Play Masks
- The Three Little Pigs Stick Puppets
- Jack and the Beanstalk Sensory Story
- Jack and the Beanstalk Story Sack Resource Pack
- Jack and the Beanstalk Stick Puppets
- Jack and the Beanstalk Story Sequencing Cards

s

a

t

p



i

n

m

d



g

o

c

k



ck

e

u

r



h

b

f

ff



L

ll

SS





j

v

w

x

y

z

zz

qu



ch

sh

th

ng



ai

ee

igh

oa



oo

ar

or

ur



ow

oi

ear

air



wre

er



st

nd

mp

nt





nk

ft

sk

lt



lp

lf

lk

pt



xt

tr

dr

gr



cr

br

sl

sp



st

fr

bl

fl



gl

pl

cl

tw



sm

pr

sc

sk



sn

nch

scr

shr





thr

str



ay

ou

ie

ea



oy

ir

ue

aw



wh

ph

ew

oe



au

ey

a \_ e

e \_ e



i\_e

o\_e

u\_e

**s**

**c**

**r**

**d**

**g**

**u**

**o**

**a**

**n**

**f**

**h**

**t**



**d**

**p**

**u**

**b**

**h**

**l**

**g**

**i**

**n**

**s**

**m**

**e**

**d**

**p**

**t**

**k**

**s**

**r**

**a**

**p**

**i**

**t**

**o**

**c**

**s**

**c**

**r**

**d**

**g**

**u**

**o**

**a**

**n**

**f**

**h**

**t**

**d**

**p**

**u**

**b**

**h**

**l**

**g**

**i**

**n**

**s**

**m**

**e**



**d**

**p**

**t**

**k**

**s**

**r**

**a**

**p**

**i**

**t**

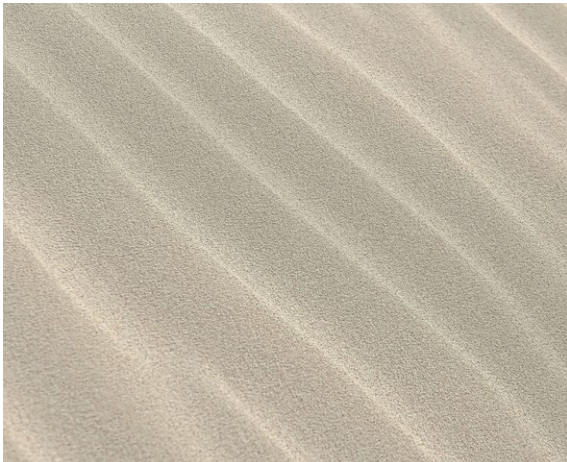
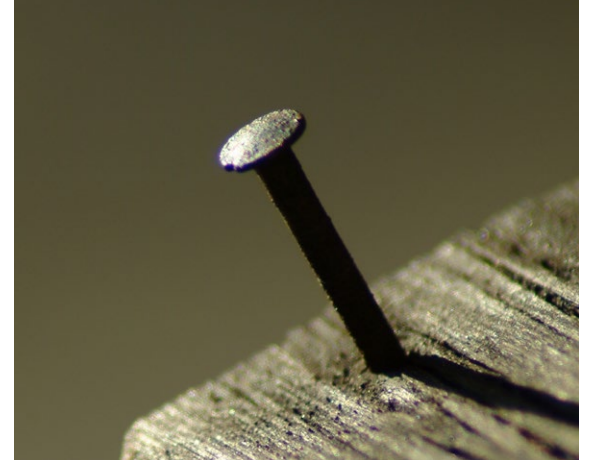
**o**

**c**











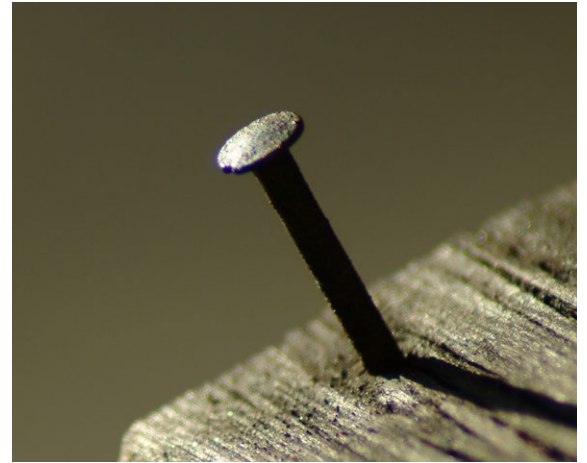


















ow

oa

er

ure

air

ch



ow

oa

er

ure

air

ch

v

er

z

x

sh

ow

v

er

z

x

sh

ow

or

oa

j

ure

air

oo

book

or

oa

j

wre

air

oo

book

qu

oi

y

igh

ch

ng

qu

oi

y

igh

ch

ng

w

zz

th

ur

ar

ear



w

zz

th

ur

ar

ear

er

w

ear

oo

moon

ee

ai

er

w

ear

oo

moon

ee

ai

v

oo  
moon

ng

or

ar

er

v

oo  
moon

ng

or

ar

er

ee

w

x

v

ure

igh

ee

w

x

v

ure

igh

ure

w

x

v

ow

igh



wre

w

x

v

ow

igh

j



v



w



x



y



z



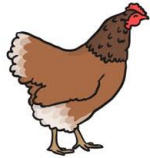
zz



qu



ch



sh



th



ng



ai



ee



igh



oa



oo



oo



ar



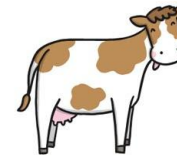
or



ur



ow



oi



ear



air



ure



er



# My Phase 3 Sound Mat



u-e

e-e

ey

oe

wh

ue

u-e

e-e

ey

oe

wh

ue

a-e

ew ew

ew ew

ue

ou

ay

a-e

ew ew

ew ew

ue ue

ou ou

ay ay

u-e

o-e

i-e

au

aw

ir



u-e

o-e

i-e

au

aw

ir

o-e

ey

ph

ea

oy

ie

o-e

ey

ph

ea

oy

ie

u-e

u-e

e-e

a-e

o e

u e

u-e

u-e

e-e

a-e

o e

u e

i-e

au

ew

aw

ue

ou

i-e

au

ew

aw

ue

ou

u-e

o e

e w

w h

i r

a y



u-e

oe

ew

wh

ir

ay

u-e

o-e

i-e

a-e

au

ew

u-e

o-e

i-e

a-e

au

ew

# Phase 5 Sounds List

ay

wh

i-e

ou

ph

o-e

ie

ew

u-e

ea

ew

u-e

oy

oe

ir

au

ue

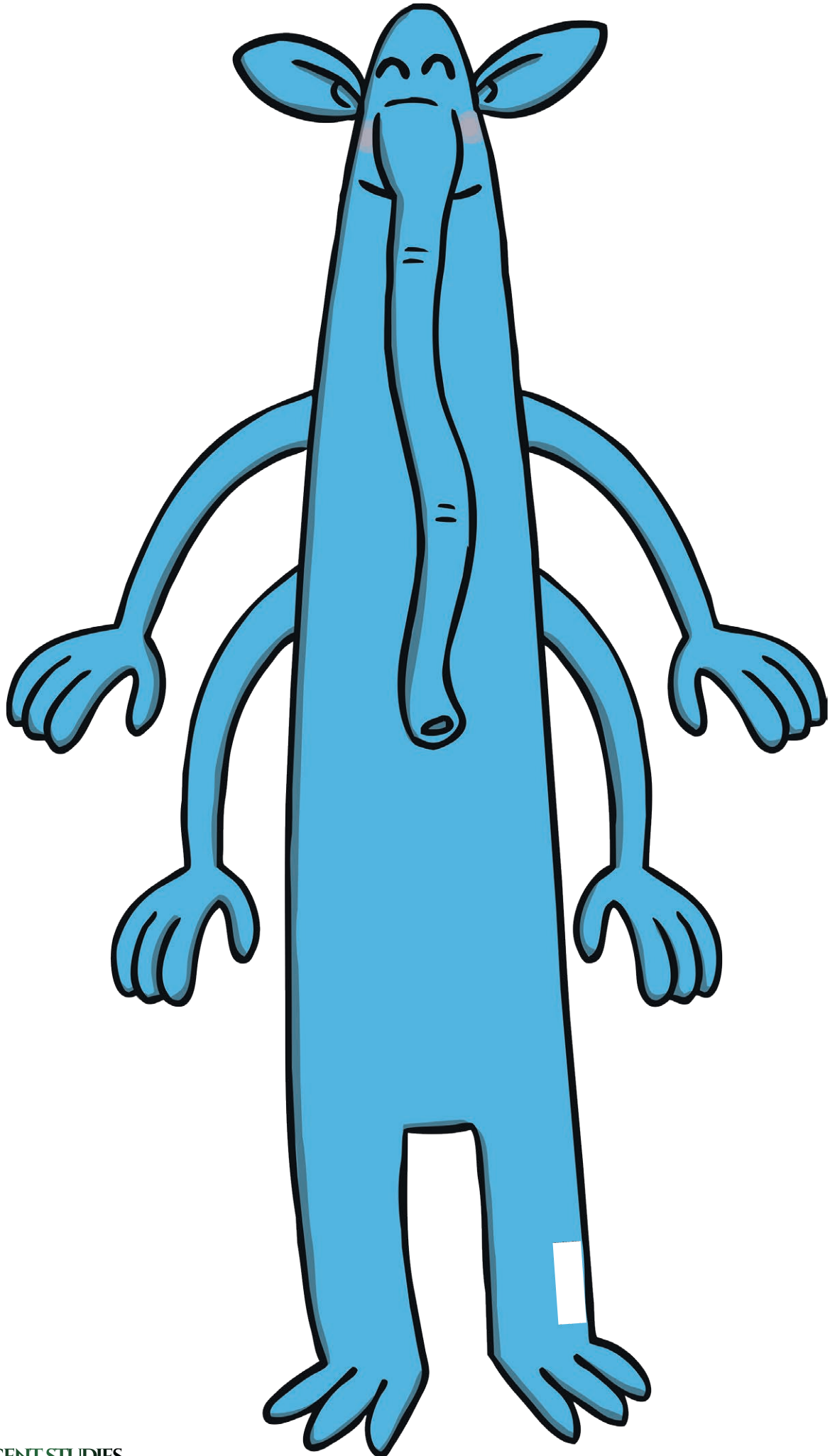
ey

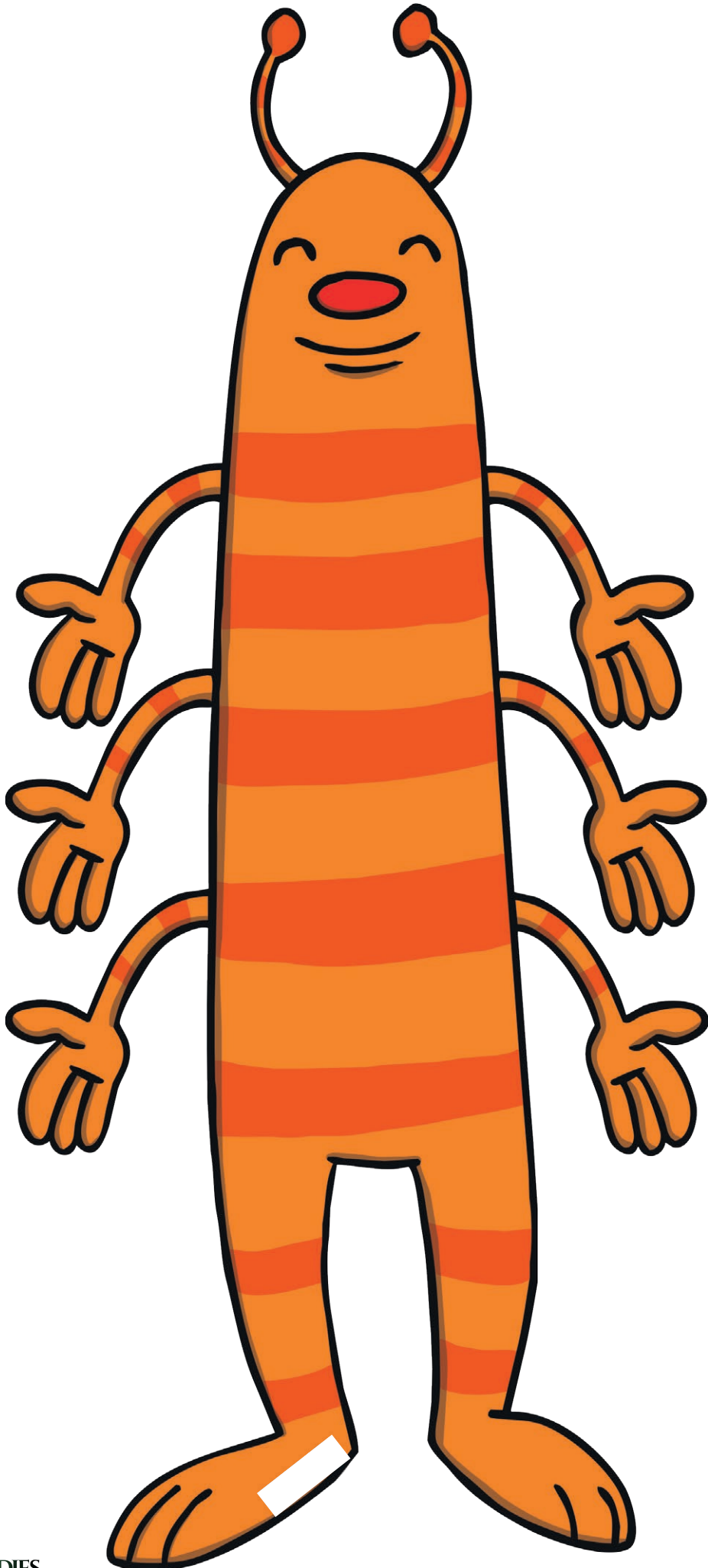
ue

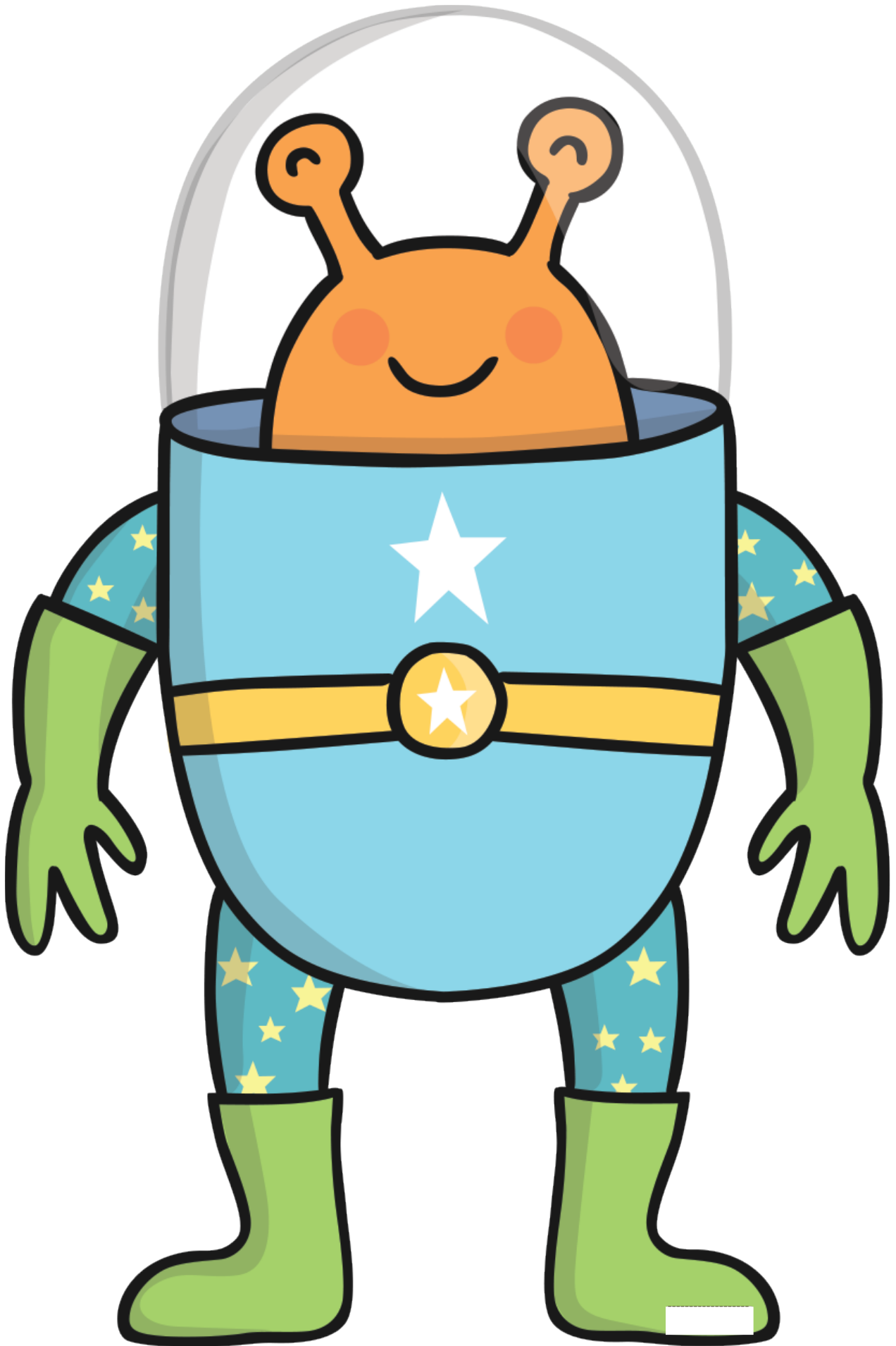
a-e

aw

e-e

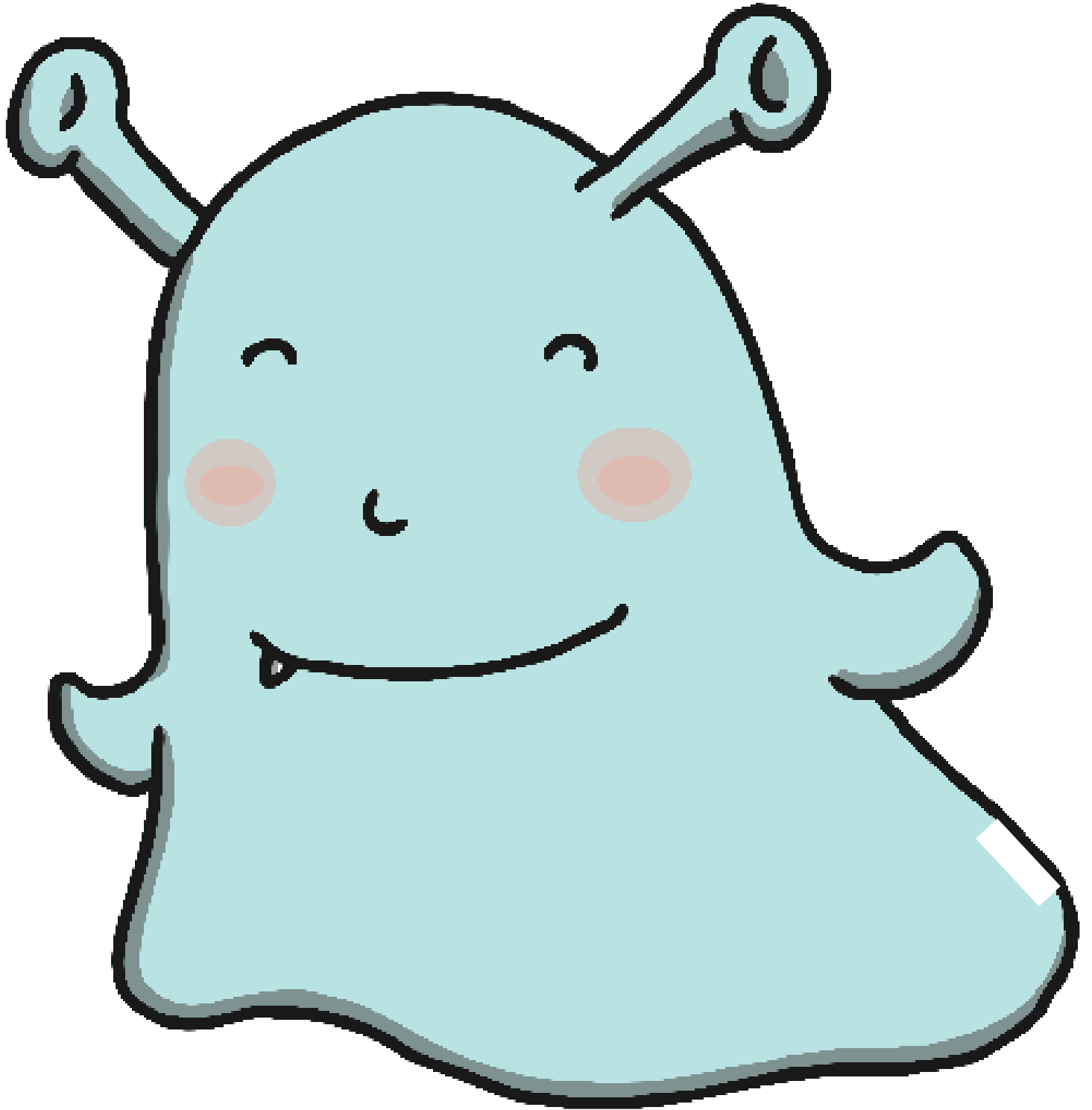


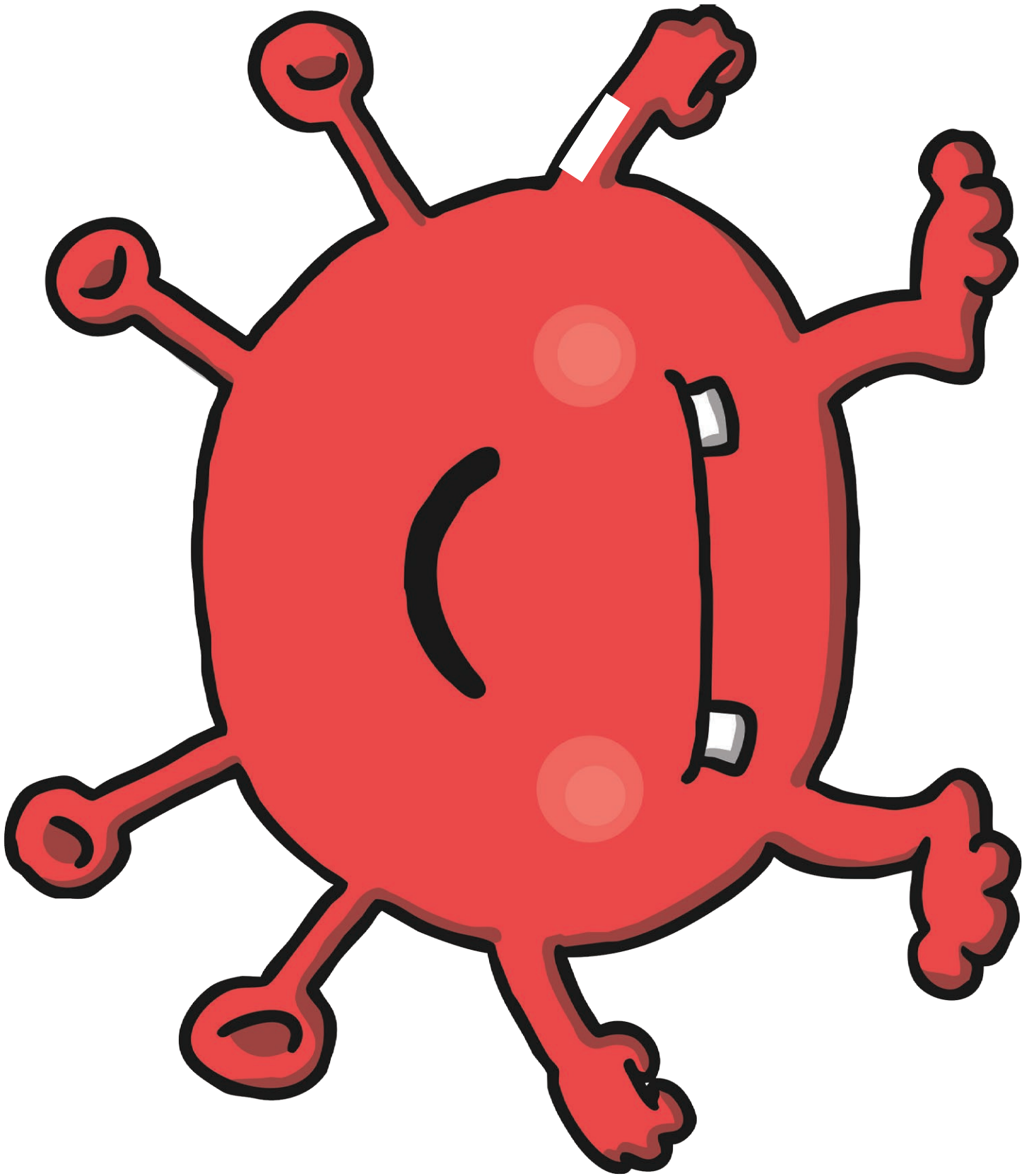














# Nan

Overlap pages here



Overlap pages here

# Alien



s a t p i n

m d g o c k

ck e u r h b

f ff l ll ss

j

v

w

x

y

z

zz

qu

ch

sh

th

ng

ai

ee

igh

oa

oo

ar

or

ur

ow

oi

er

ure

ay

ou

ie

ea

oy

ir

ue

aw

wh

ph

ew

oe

au

ey

a e

o e

u e

e e

i e



Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.

Empty rounded rectangular box for notes.



Empty rounded rectangular box for text entry.

Empty rounded rectangular box for text entry.

Empty rounded rectangular box for text entry.

Empty rounded rectangular box for text entry.



# 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 sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.**

### Task

#### Activity Suggestion – Hide and Seek

Hide cards from the [Phase 2-5 Phoneme Flash Card Pack](#) around the learning environment (including outside if possible). Ask pupils to find them, bring them back to you and say the correct sound for that grapheme. Keep a record of the sounds that each pupil knows.

#### Activity Suggestion – Sound Bingo

Play the **Bingo Games** (as appropriate) with the pupils. Let them take turns to call out the sound cards and encourage them to match these to the corresponding letter (or photograph) on the boards. Keep a record of the sounds that each pupil knows.

#### Activity Suggestion – Name the Alien

Place the grapheme cards from the [Name the Alien Pack](#) face down. Ask the pupils to turn over one card and say that sound. Repeat this until all the cards have been turned over. Keep a record of the sounds that each pupil knows. Show the pupils one of the alien pictures and ask them to think of a simple name for that alien. Support them to spell the alien's name.



# 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 accurately by blending the sounds in words with up to five known graphemes.

### Task

#### Activity One – 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 and support the pupils to blend the sounds together to read each of the different words.

#### Activity Two – Treasure Words

Use the **Treasure Words Games Pack** to encourage pupils to blend the sounds together to read the words. Support pupils to decide whether the words are real words or fake words.

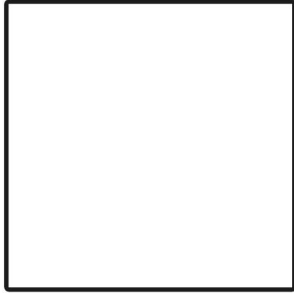
#### Activity Three – I Can Read!

Use the **I Can Read! Activity Pack** to encourage pupils to blend the sounds together to read each of the different words. The pictures can be cut out and matched to the corresponding words.

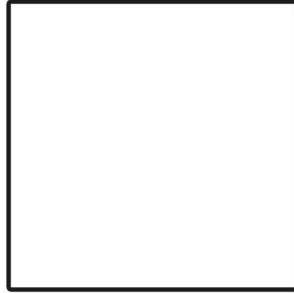
# I Can Read!

Read the words and match the picture to the word.

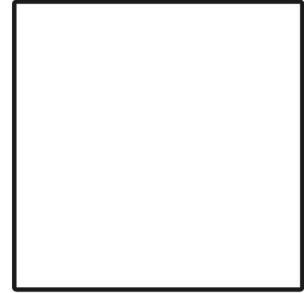
chop



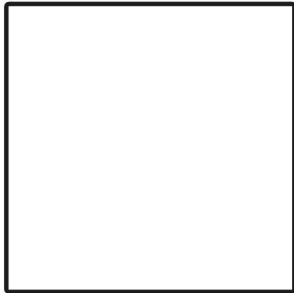
chin



check



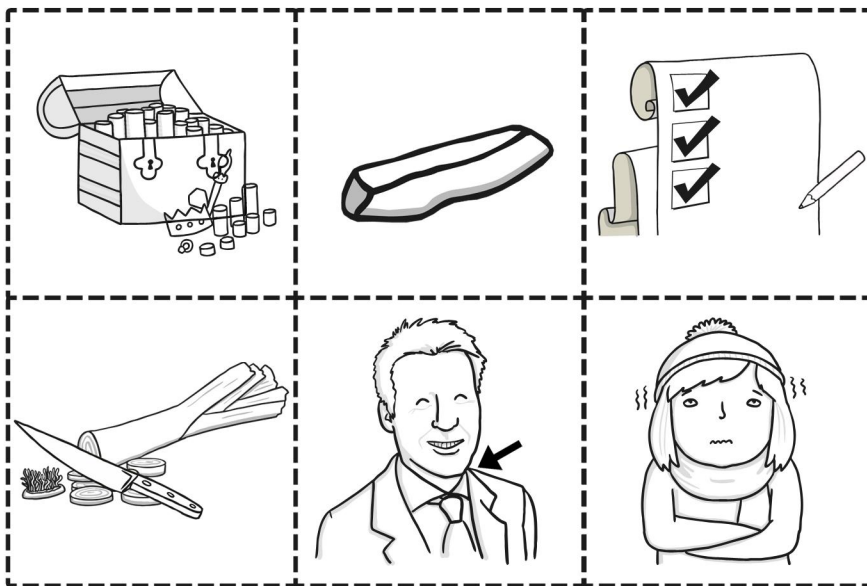
chip



chill



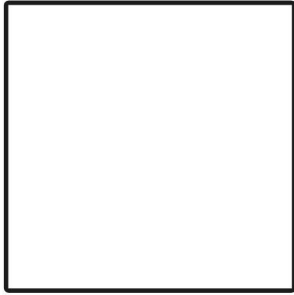
rich



# I Can Read!

Read the words and match the picture to the word.

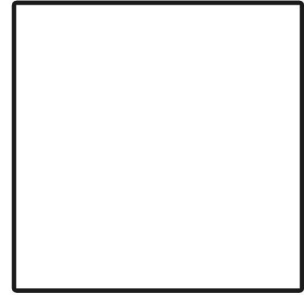
chicken



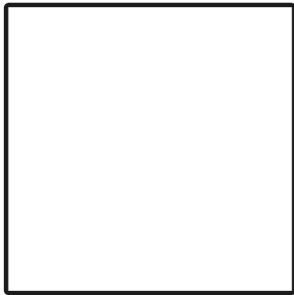
ship



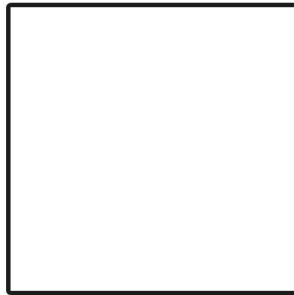
shop



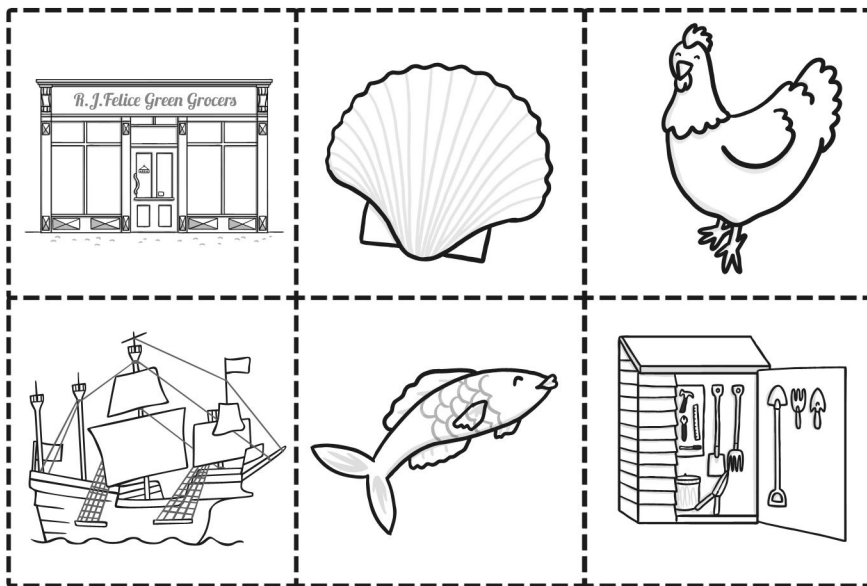
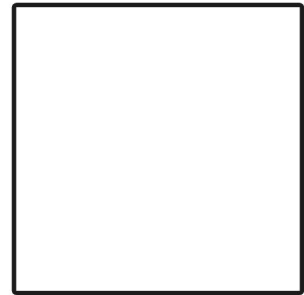
shed



shell



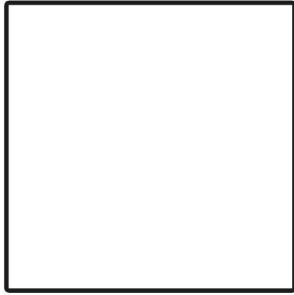
fish



# I Can Read!

Read the words and match the picture to the word.

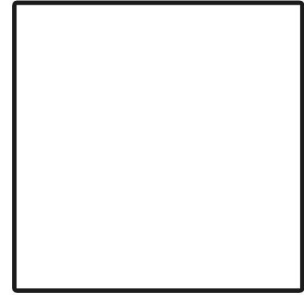
cash



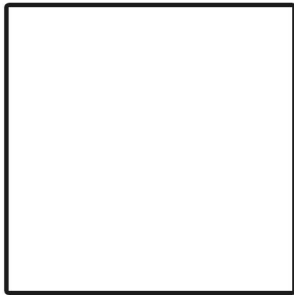
song



hush



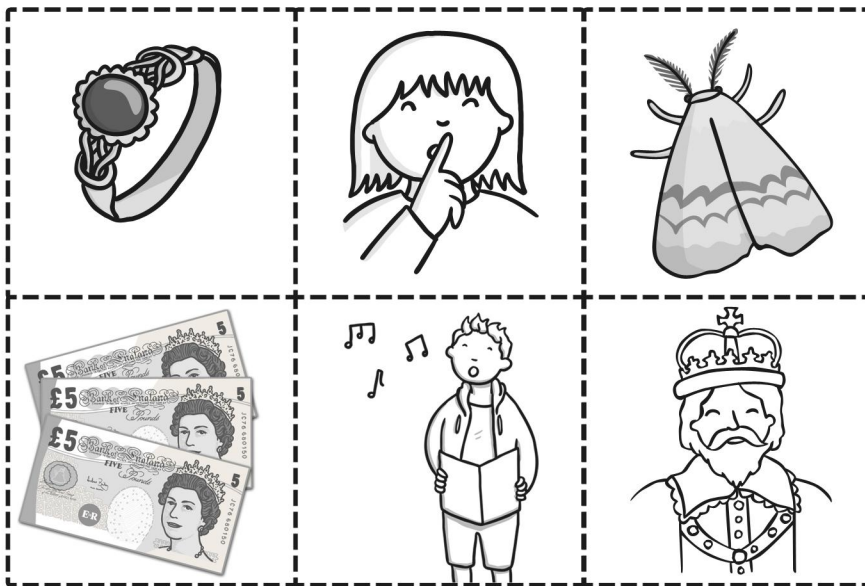
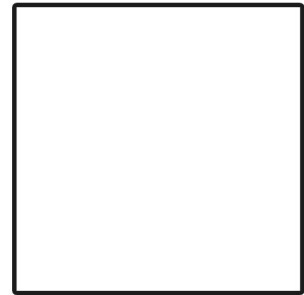
king



moth



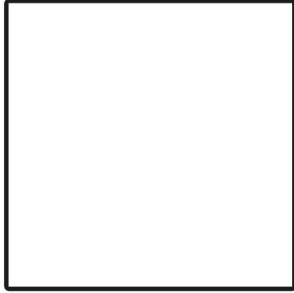
ring



# I Can Read!

Read the words and match the picture to the word.

shock



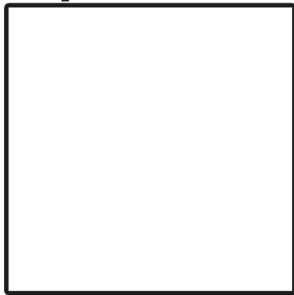
thin



thick



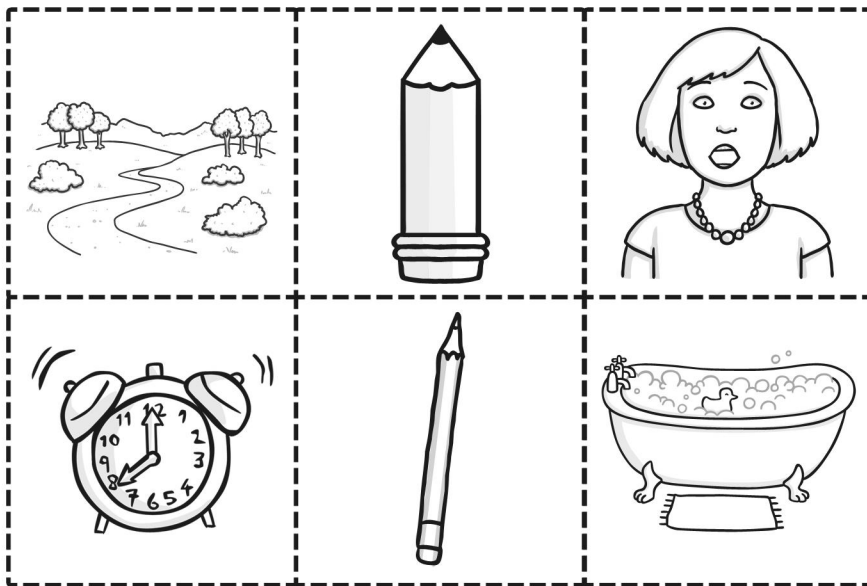
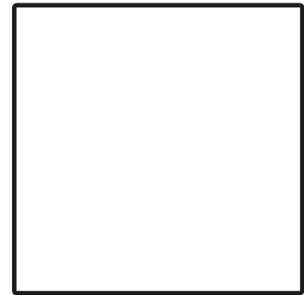
path



bath



rang

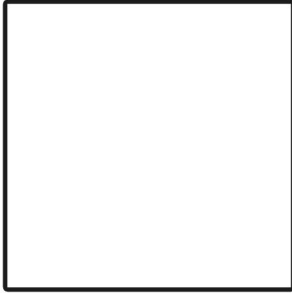




# I Can Read!

Read the words and match the picture to the word.

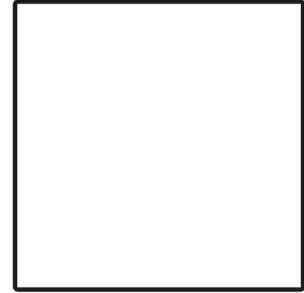
hang



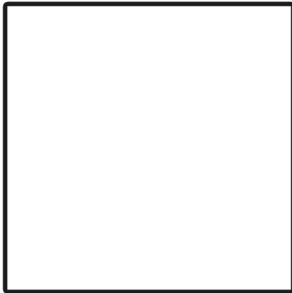
wing



rush



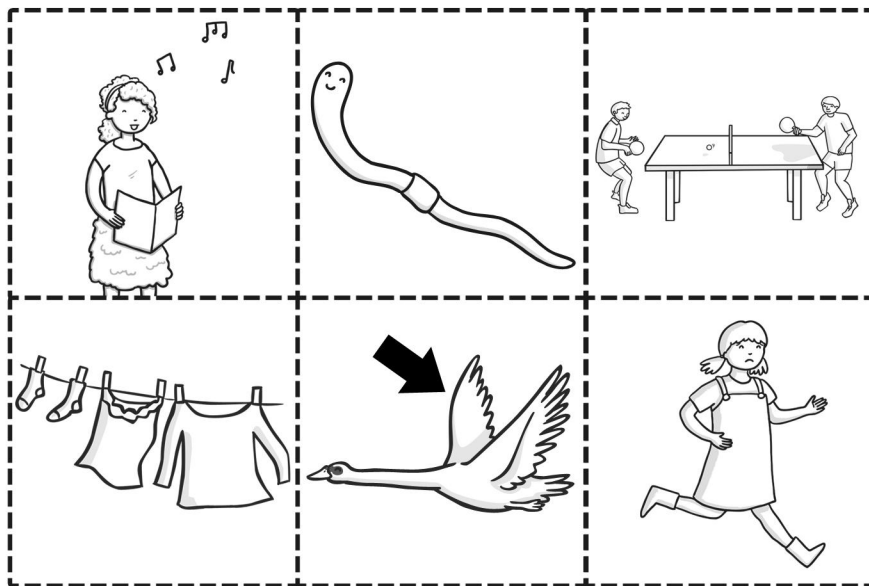
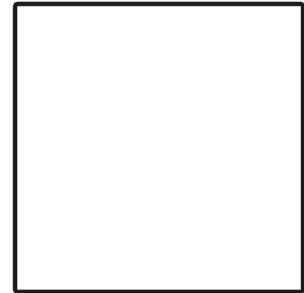
long



sing



ping-pong

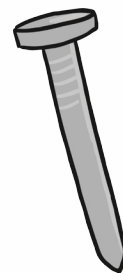
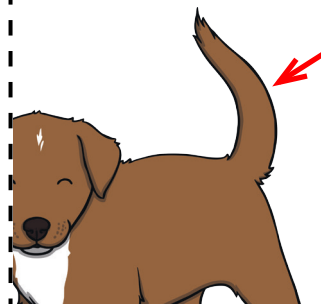
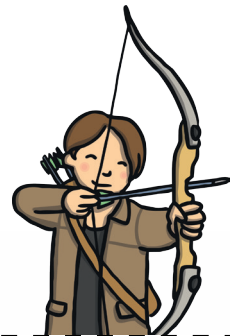


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

hail	pain	aim
sail	tail	nail

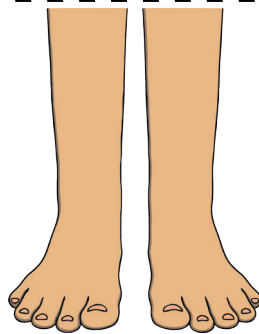


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

weep	feet	jeep
meet	week	deep



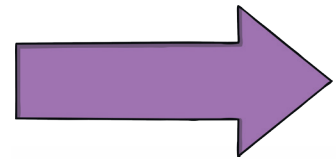
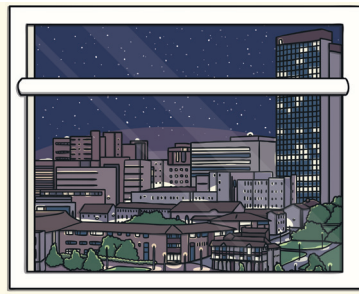
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

high	light	night
right	sight	fight

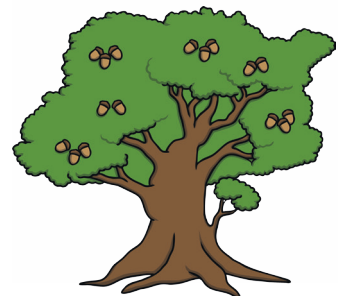
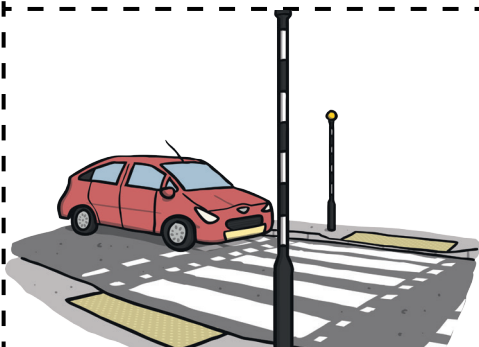
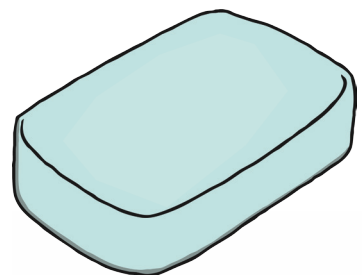
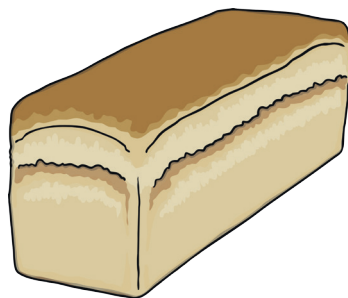
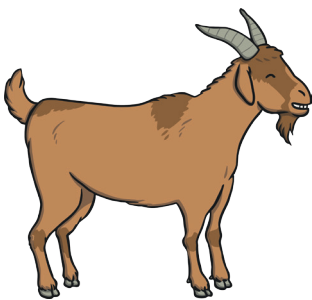


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

coat	goat	loaf
road	soap	oak

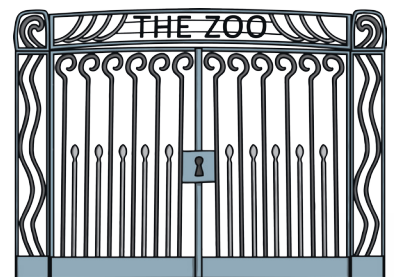
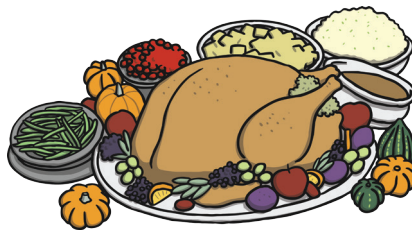
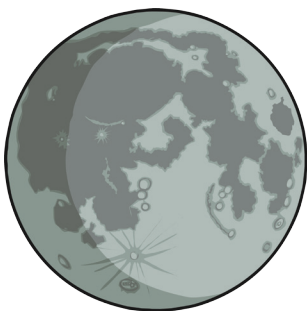


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

food	moon	rooftop
zoo	boot	hoof

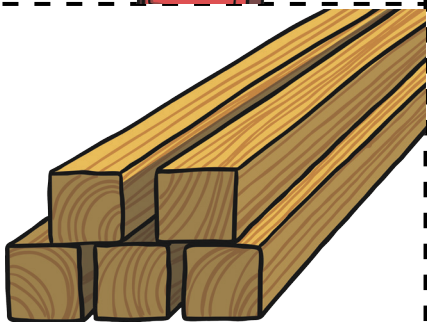
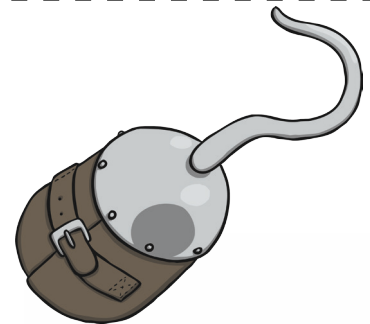


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

hook	wood	book
cook	look	foot

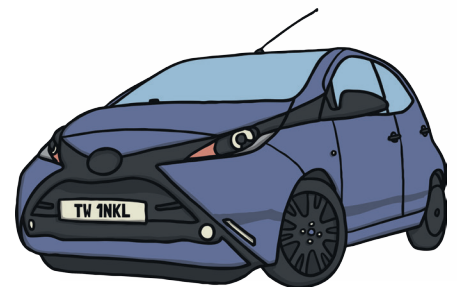


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

bark	car	card
cart	farmyard	market



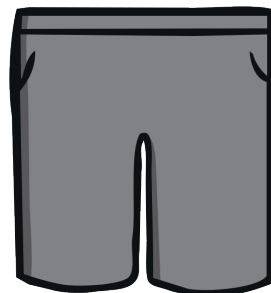
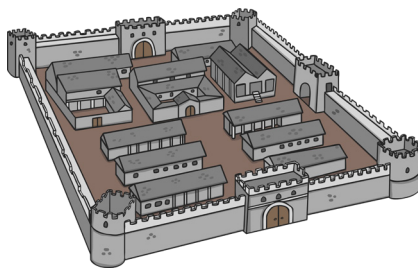
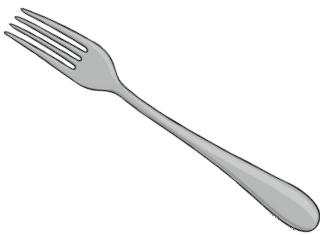


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

shorts	fork	storm
torn	fort	cork

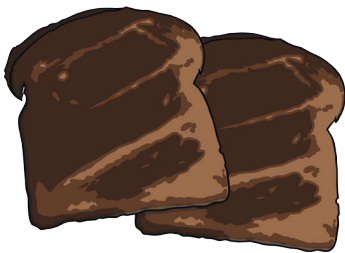
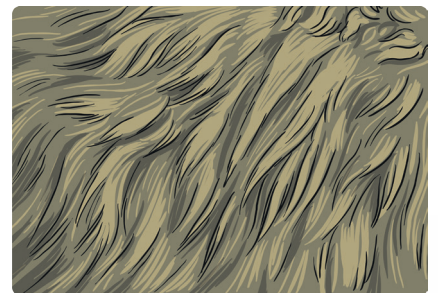


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

burn	fur	urn
curl	surf	turnip

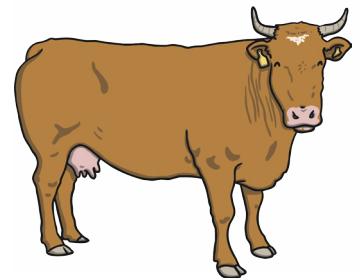
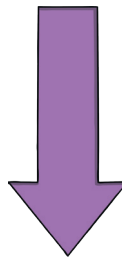
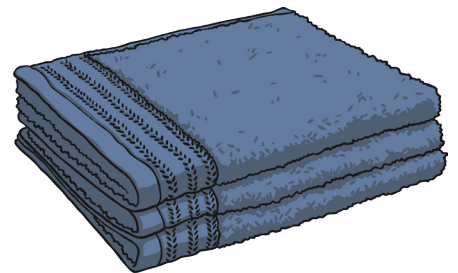


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

owl	clown	town
down	towel	cow

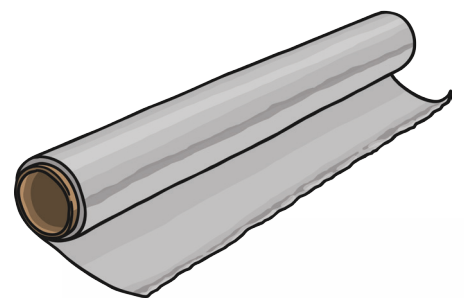
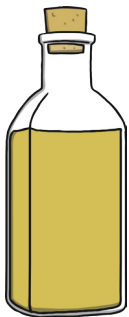


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

oil	boil	coin
soil	tinfoil	

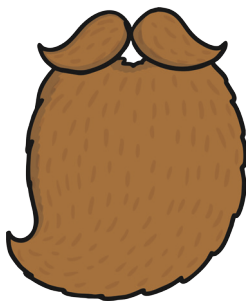


# Phase 3 Vowel Graphemes

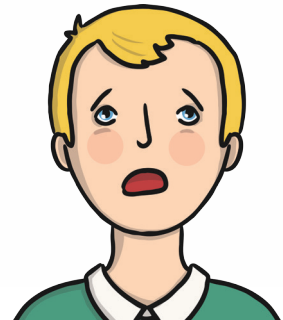
## I Can Read!

Read the words and match the picture to the word.

ear	gear	fear
hear	beard	year



January      July  
 February      August  
 March      September  
 April      October  
 May      November  
 June      December



# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

hair	pair	air
chair	fair	

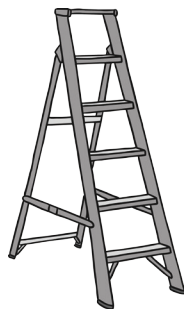


# Phase 3 Vowel Graphemes

## I Can Read!

Read the words and match the picture to the word.

banner	letter	ladder
summer	dinner	runner



name \_\_\_\_\_

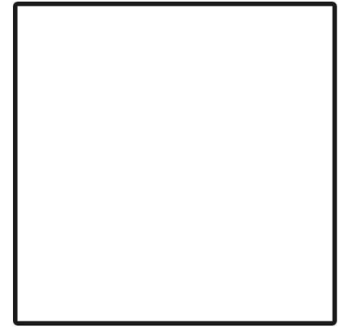
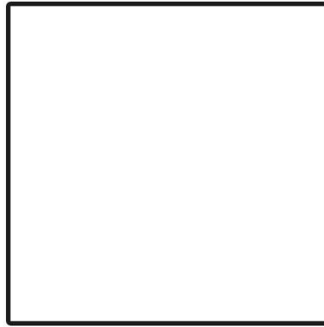
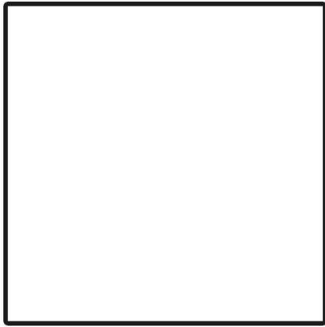
Phase 5  
Set 1

# I Can Read!

don't

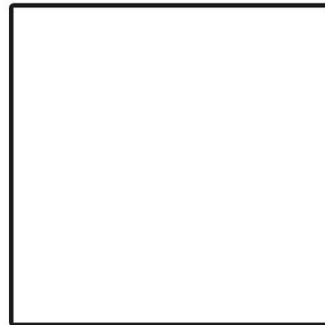
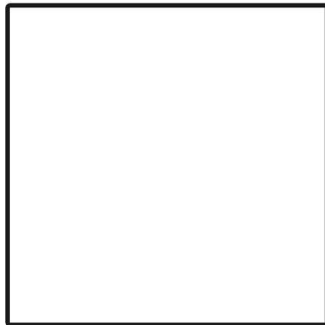
old

I'm

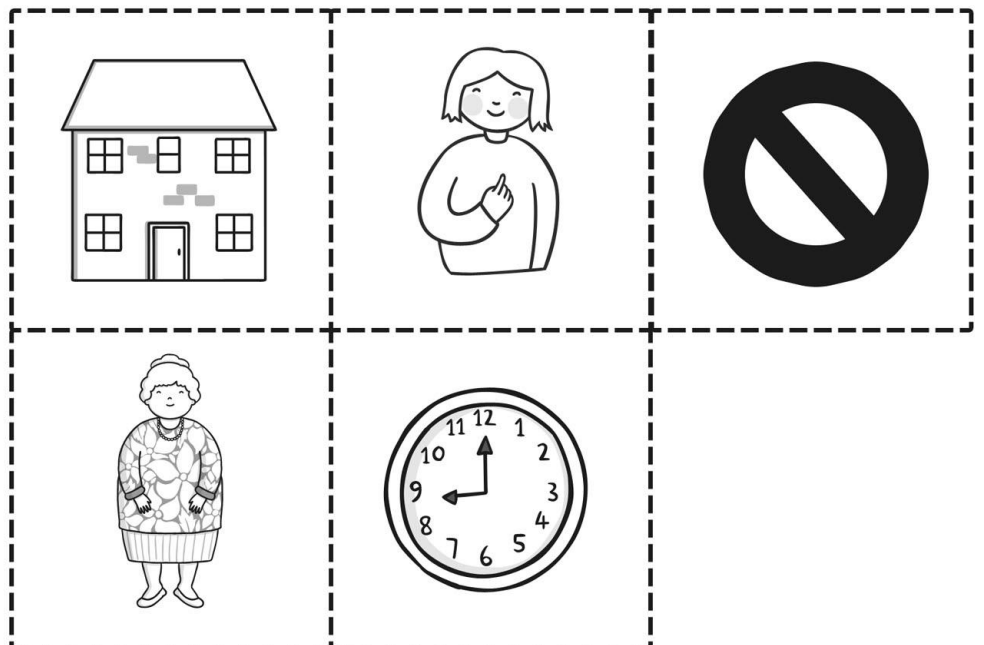


time

house



Read the words and match the picture to the word.



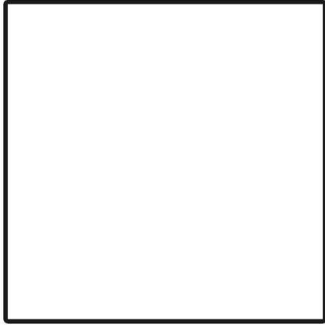


name \_\_\_\_\_

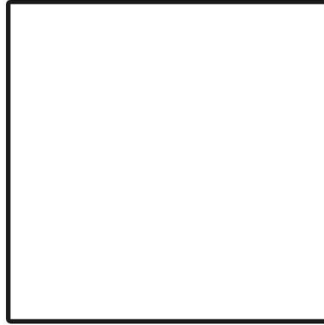
Phase 5  
Set 2

# I Can Read!

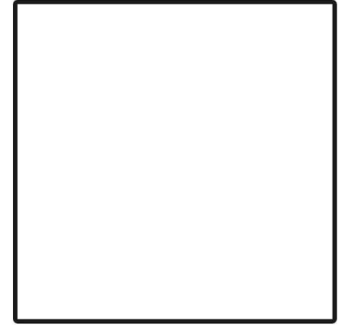
day



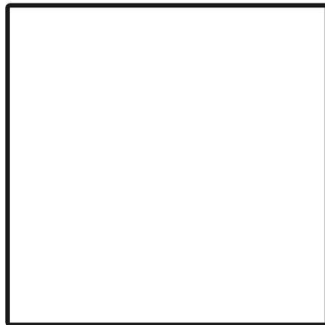
made



your



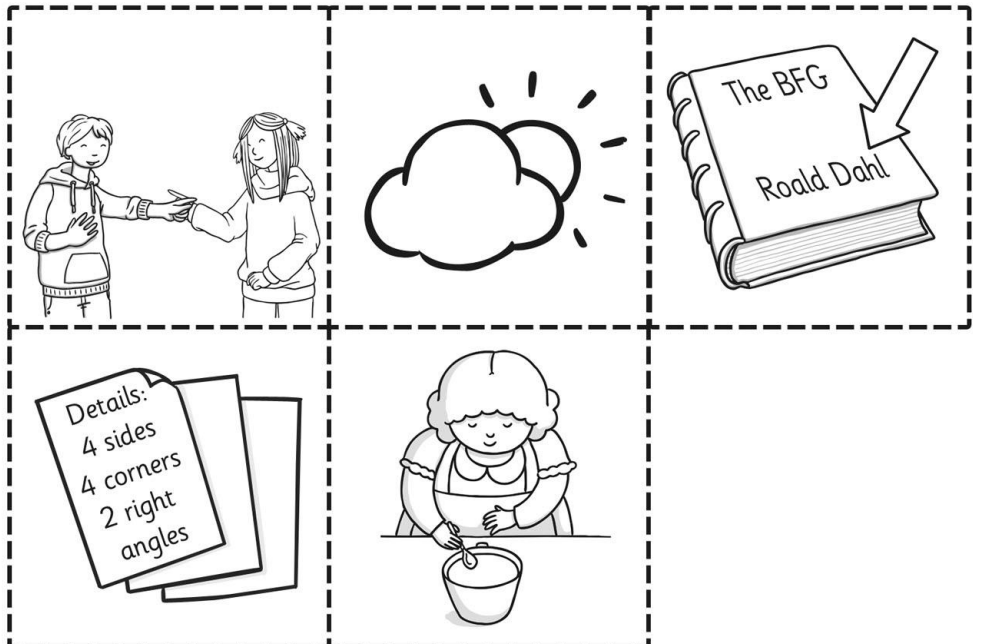
about



by



Read the words and match the picture to the word.

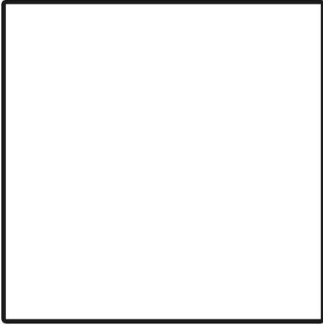


name \_\_\_\_\_

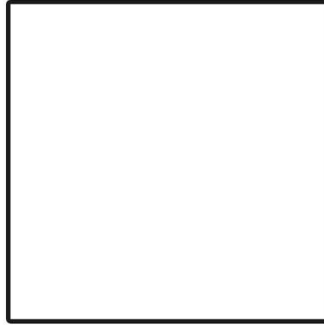
Phase 5  
Set 3

# I Can Read!

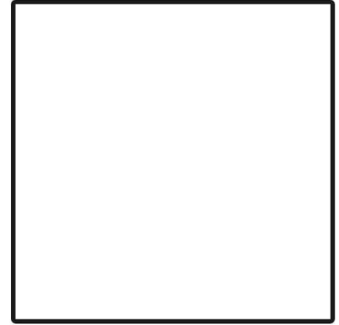
came



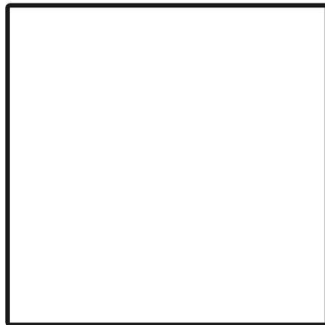
saw



here



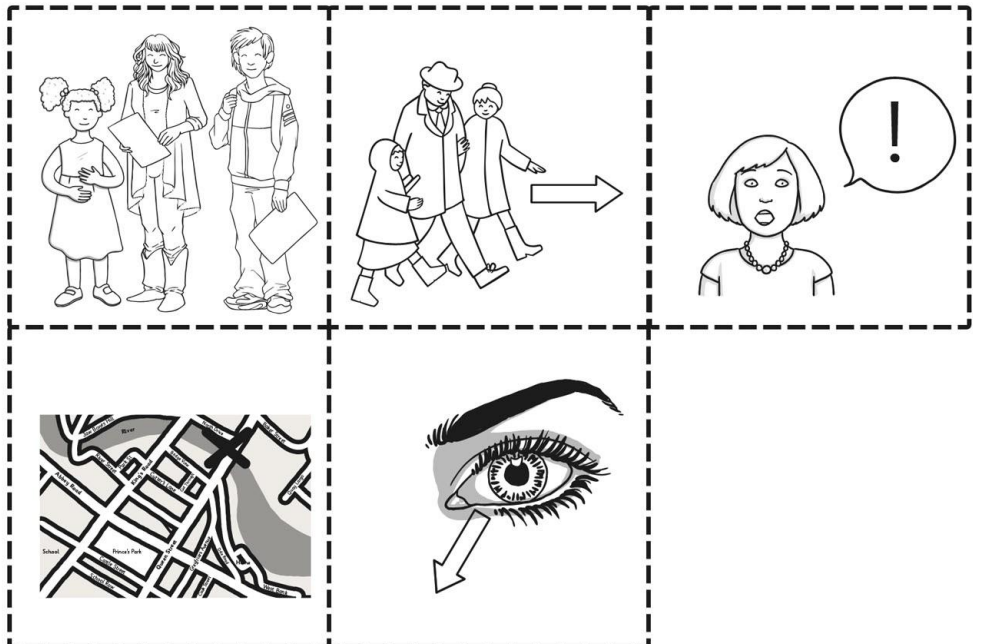
oh



people



Read the words and match the picture to the word.

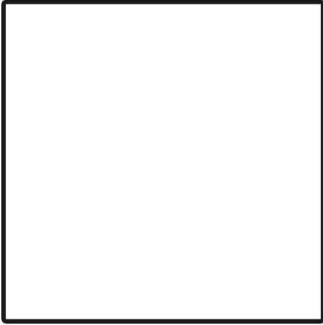


name \_\_\_\_\_

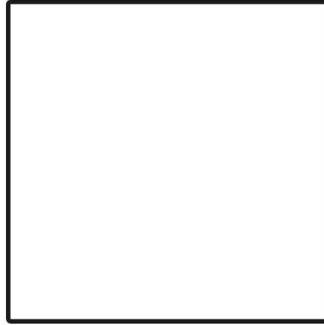
Phase 5  
Set 4

# I Can Read!

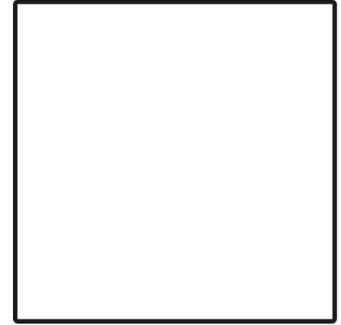
called



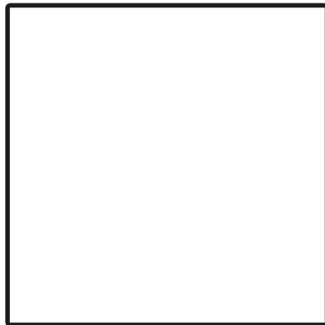
Mrs



asked



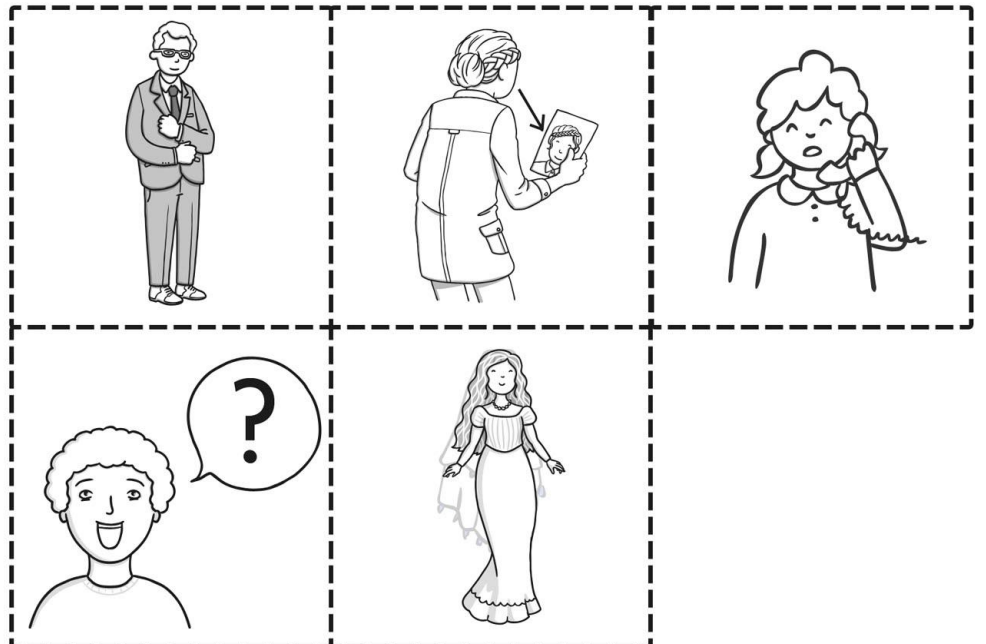
Mr



looked



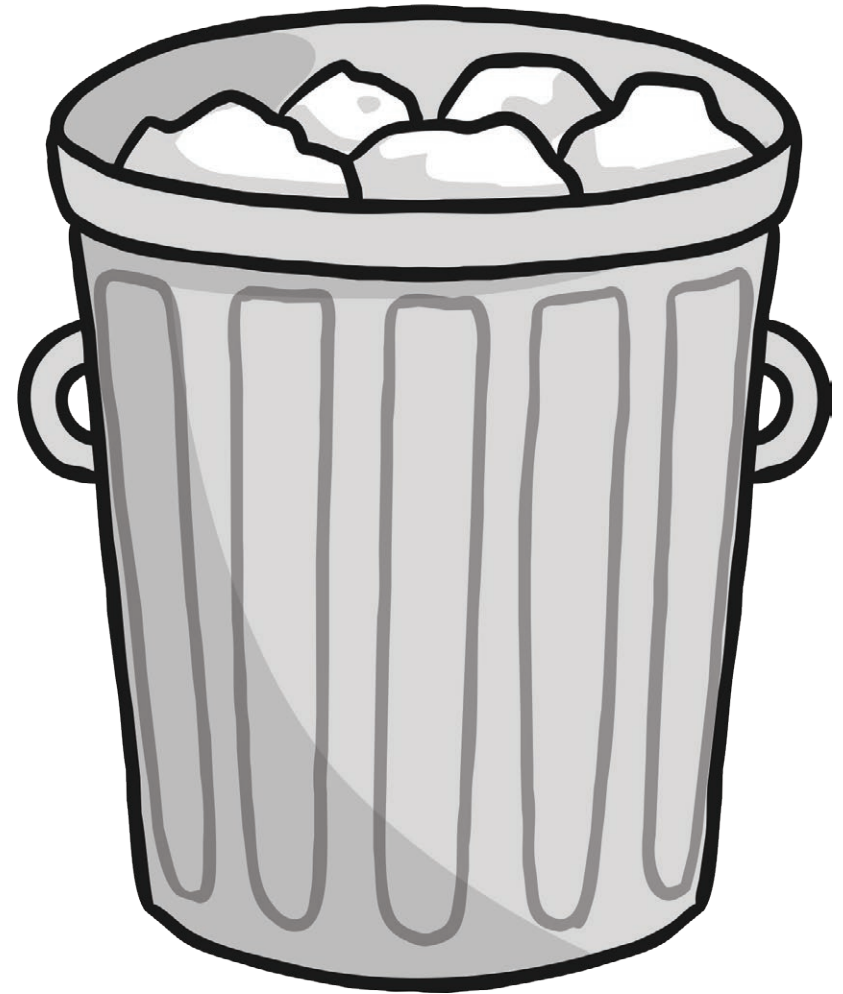
Read the words and match the picture to the word.



# Treasure Words



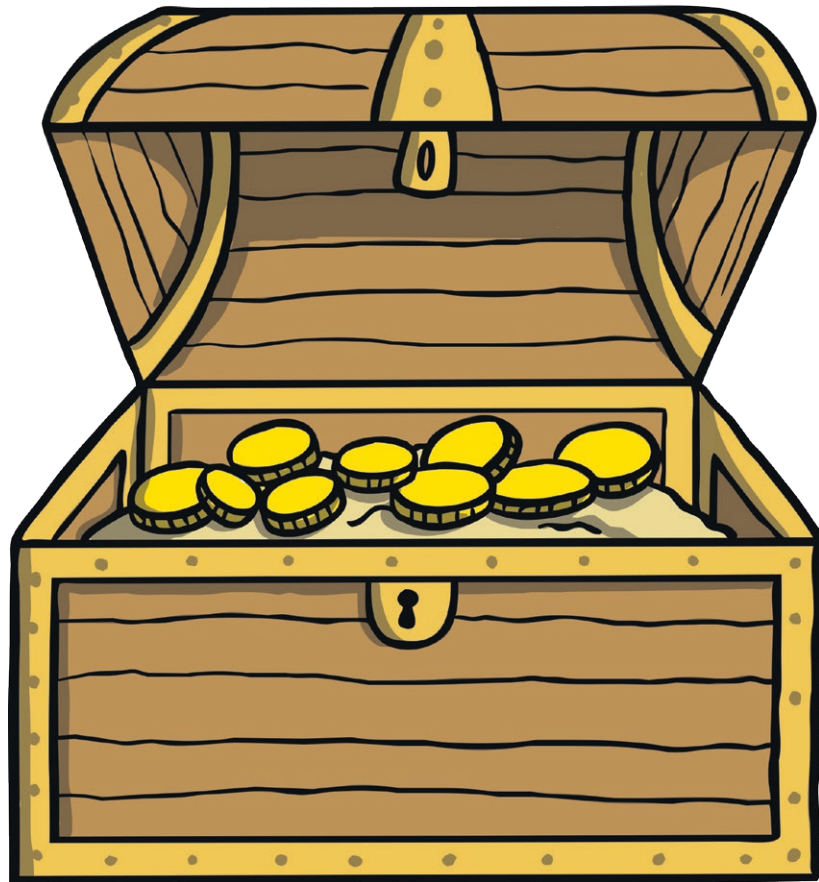
# Fake Words



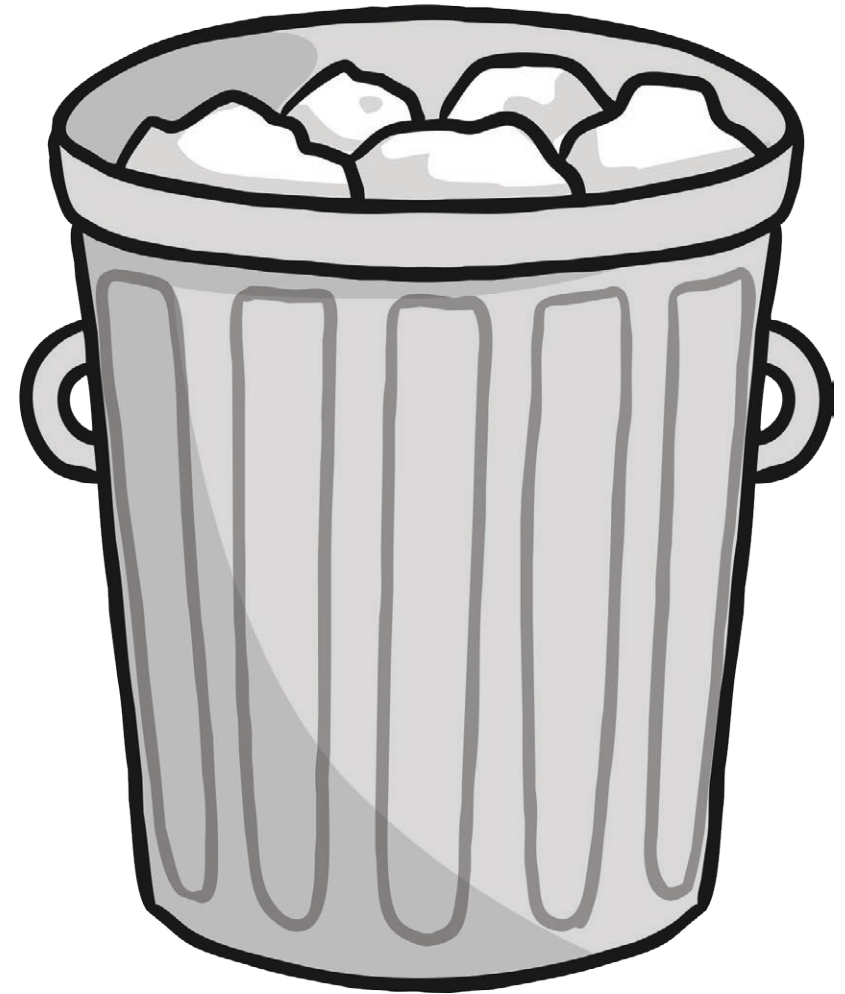




# Treasure Words



# Fake Words





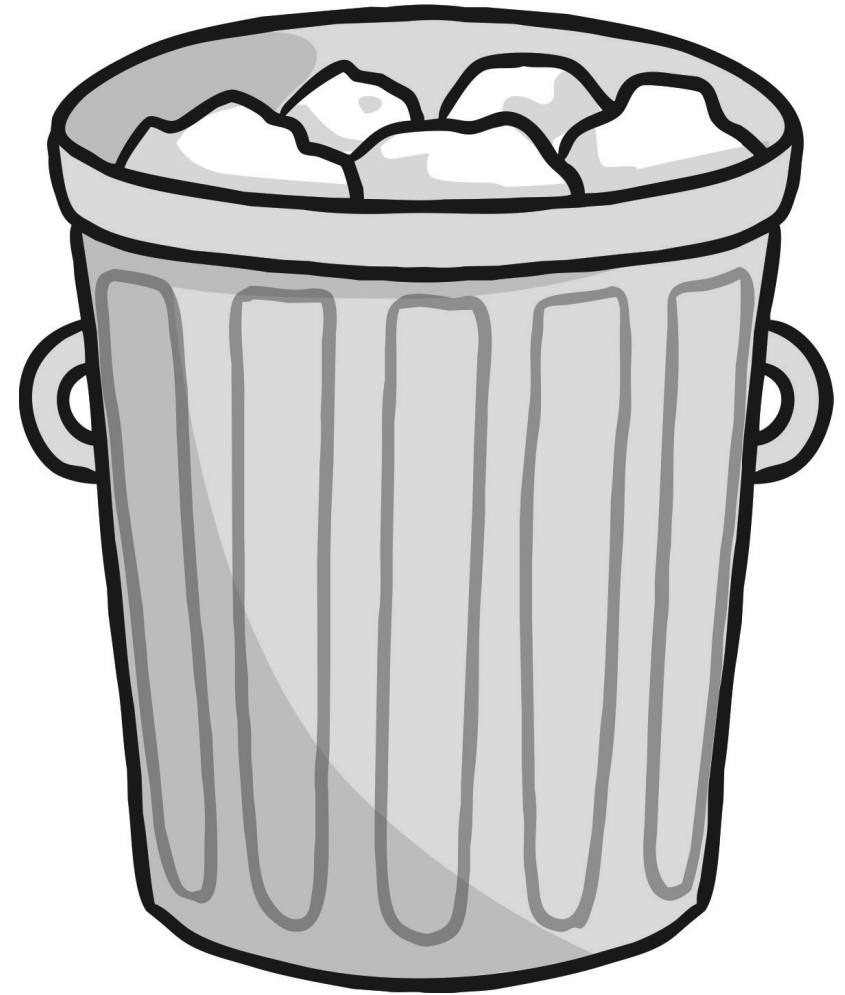




# Treasure Words



# Fake Words







**the**

**a**

**do**

**to**

**today**

**of**

**said**

**says**



**are**

**were**

**was**

**is**

**his**

**has**

**I**

**you**



**your**

**they**

**be**

**he**

**me**

**she**

**we**

**no**



**go**

**so**

**by**

**my**

**here**

**there**

**where**

**love**





**come**

**some**

**one**

**once**

**ask**

**friend**

**school**

**put**



push

pull

full

house

our



**door**

**floor**

**poor**

**because**

**find**

**kind**

**mind**

**behind**



**child**

**children**

**wild**

**climb**

**most**

**only**

**both**

**old**



**cold**

**gold**

**hold**

**told**

**every**

**great**

**break**

**steak**



**pretty**

**beautiful**

**after**

**fast**

**last**

**past**

**father**

**class**

**grass**

**pass**

**plant**

**path**

**bath**

**hour**

**move**

**prove**



**improve**

**sure**

**sugar**

**eye**

**could**

**should**

**would**

**who**





**whole**

**any**

**many**

**clothes**

**busy**

**people**

**water**

**again**

**half**

**money**

**Mr**

**Mrs**

**parents**

**Christmas**

**everybody**

**even**

# Roll and Read

## Common Exception Words

	do	today	come	me	house
	friend	his	by	she	love
	your	full	once	no	is
	some	says	where	ask	put
	we	school	be	pull	said
	one	there	has	here	were

# Roll and Read

## Common Exception Words

	love	there	today	you	she
	some	friend	so	ask	put
	school	my	our	says	your
	we	once	come	push	to
	said	I	of	where	here
	the	go	they	was	he

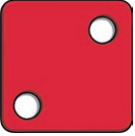
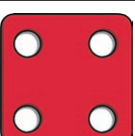
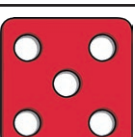
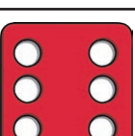
# Roll and Read

## Common Exception Words

	do	by	of	me	house
	friend	his	by	she	love
	I	full	our	no	school
	some	says	where	push	put
	we	are	be	pull	go
	one	your	has	here	were


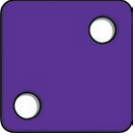
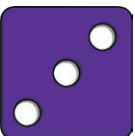
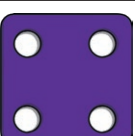
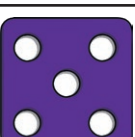
# Roll and Read

## Common Exception Words

	full	there	one	you	she
	be	friend	so	his	by
	a	my	do	no	is
	we	once	come	were	to
	has	pull	of	where	here
	the	go	are	house	me

# Roll and Read

## Common Exception Words

	after	everybody	climb	Mr	water
	old	parents	behind	because	grass
	children	father	whole	who	poor
	wild	break	eye	would	find
	bath	many	people	improve	great
	move	beautiful	child	kind	past

# Roll and Read


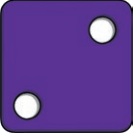
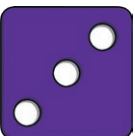
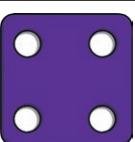

## Common Exception Words

	fast	pretty	cold	busy	told
	Christmas	every	path	hold	money
	any	steak	sure	last	pass
	plant	should	gold	sugar	could
	most	hour	again	only	clothes
	class	door	prove	both	half




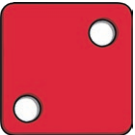
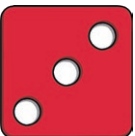
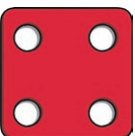

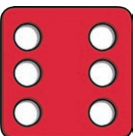
# Roll and Read

## Common Exception Words

	most	parents	people	bath	everybody
	grass	pass	only	even	behind
	sure	whole	beautiful	would	break
	fast	floor	should	pretty	Christmas
	gold	hour	Mrs	because	old
	mind	improve	clothes	children	half

# Roll and Read

## Common Exception Words

	every	great	half	any	who
	old	gold	people	would	busy
	whole	father	hold	prove	told
	parents	many	improve	money	only
	again	poor	grass	both	eye
	cold	past	move	Mr	path

**the**

**a**

**do**

**to**

**today**

**of**

**a**

**do**

**to**

**today**

**of**

**said**

**do**

**to**

**today**

**of**

**said**

**says**

**to**

**today**

**of**

**said**

**says**

**are**

**today**

**of**

**said**

**says**

**are**

**were**

**of**

**said**

**says**

**are**

**were**

**was**



# Year 1 Common Exception Words Bingo

**the**

**a**

**do**

**to**

**today**

**of**

**said**

**says**

**are**

**were**

**was**

**the**

**a**

**do**

**to**

**today**

**of**

**a**

**do**

**to**

**today**

**of**

**said**

**do**

**to**

**today**

**of**

**said**

**says**

**to**

**today**

**of**

**said**

**says**

**are**

**today**

**of**

**said**

**says**

**are**

**were**

**of**

**said**

**says**

**are**

**were**

**was**

**is**

**his**

**has**

**I**

**you**

**your**



**his**

**has**

**I**

**you**

**your**

**they**

**has**

**I**

**you**

**your**

**they**

**be**

**I**

**you**

**your**

**they**

**be**

**he**

**you**

**your**

**they**

**be**

**he**

**me**

**your**

**they**

**be**

**he**

**me**

**she**

# Year 1 Common Exception Words Bingo

**is**

**his**

**has**

**I**

**you**

**your**

**they**

**be**

**he**

**me**

**she**

**is**

**his**

**has**

**I**

**you**

**your**

**his**

**has**

**I**

**you**

**your**

**they**



**has**

**I**

**you**

**your**

**they**

**be**

**I**

**you**

**your**

**they**

**be**

**he**

**you**

**your**

**they**

**be**

**he**

**me**

**your**

**they**

**be**

**he**

**me**

**she**

**no**

**go**

**so**

**by**

**my**

**here**

**go**

**so**

**by**

**my**

**here**

**there**

**so**

**by**

**my**

**here**

**there**

**where**

**by**

**my**

**here**

**there**

**where**

**love**



**my**

**here**

**there**

**where**

**love**

**come**

**here**

**there**

**where**

**love**

**come**

**some**

# Year 1 Common Exception Words Bingo

**no**

**go**

**so**

**by**

**my**

**here**

**there**

**where**

**love**

**come**

**some**

**no**

**go**

**so**

**by**

**my**

**here**

**go**

**so**

**by**

**my**

**here**

**there**

**so**

**by**

**my**

**here**

**there**

**where**

**by**

**my**

**here**

**there**

**where**

**love**

**my**

**here**

**there**

**where**

**love**

**come**



**here**

**there**

**where**

**love**

**come**

**some**

**one**

**once**

**ask**

**friend**

**school**

**put**

**once**

**ask**

**friend**

**school**

**put**

**push**

**ask**

**friend**

**school**

**put**

**push**

**pull**

**friend**

**school**

**put**

**push**

**pull**

**full**

**school**

**put**

**push**

**pull**

**full**

**house**

**put**

**push**

**pull**

**full**

**house**

**our**

# Year 1 Common Exception Words Bingo

**one**

**once**

**ask**

**friend**

**school**

**put**

**push**

**pull**

**full**

**house**

**our**



**one**

**once**

**ask**

**friend**

**school**

**put**

**once**

**ask**

**friend**

**school**

**put**

**push**

**ask**

**friend**

**school**

**put**

**push**

**pull**

**friend**

**school**

**put**

**push**

**pull**

**full**

**school**

**put**

**push**

**pull**

**full**

**house**

**put**

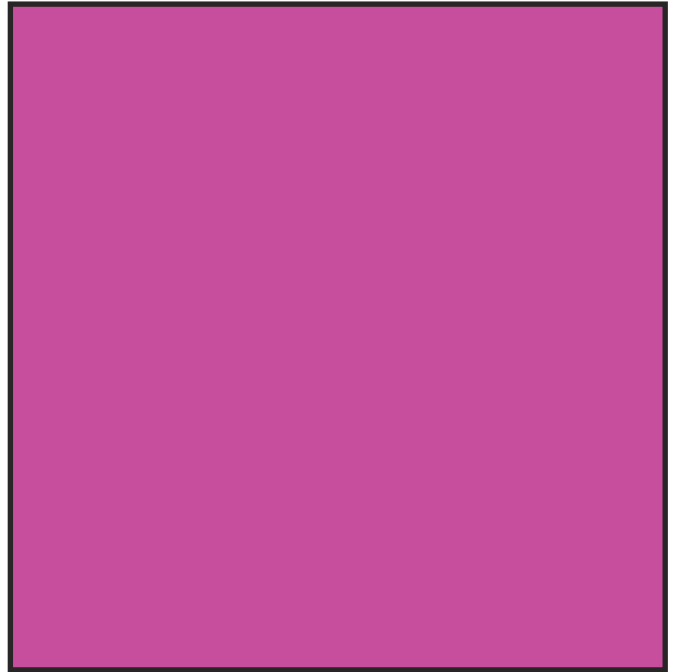
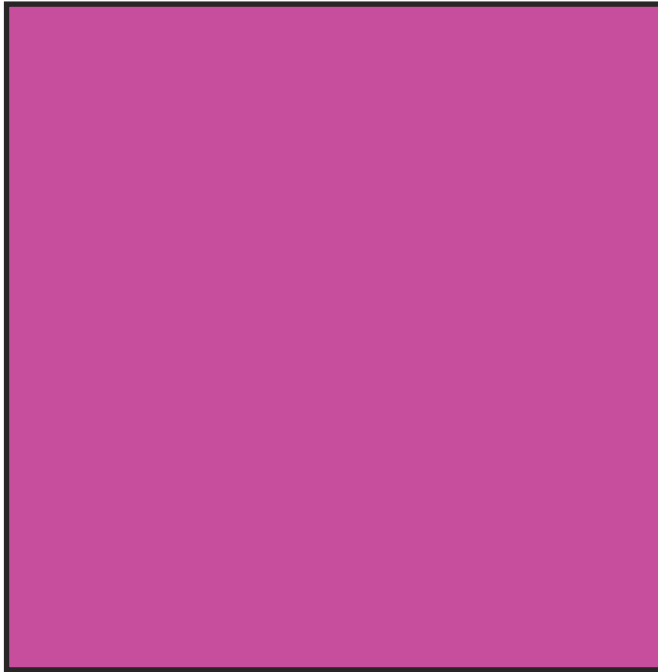
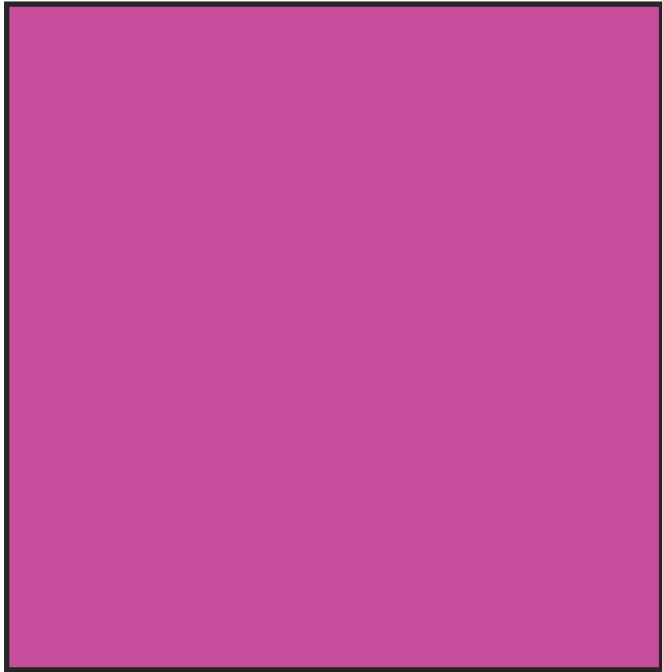
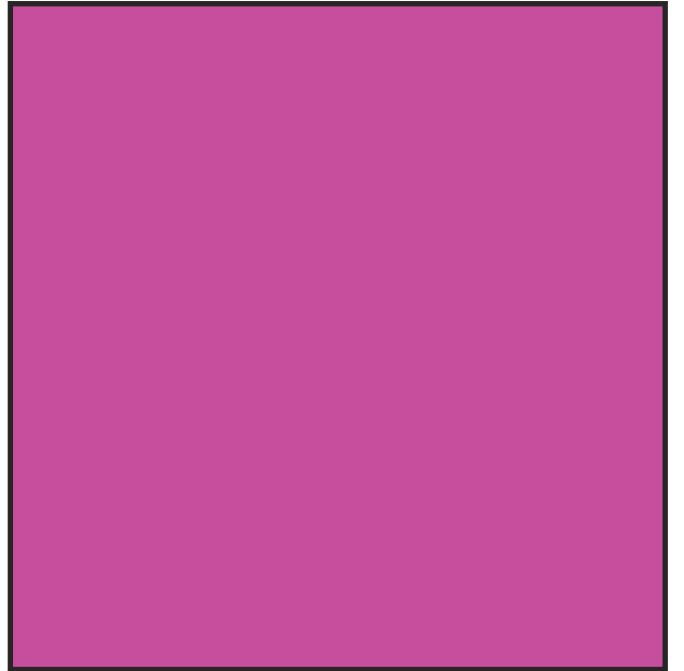
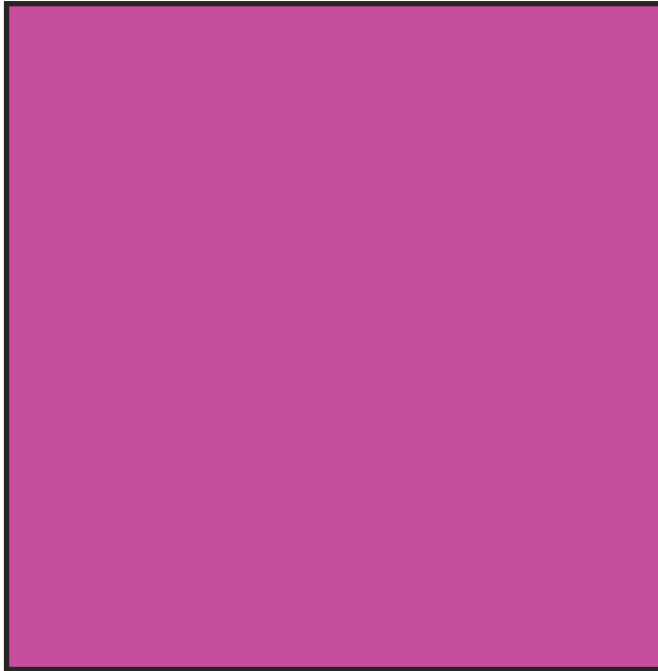
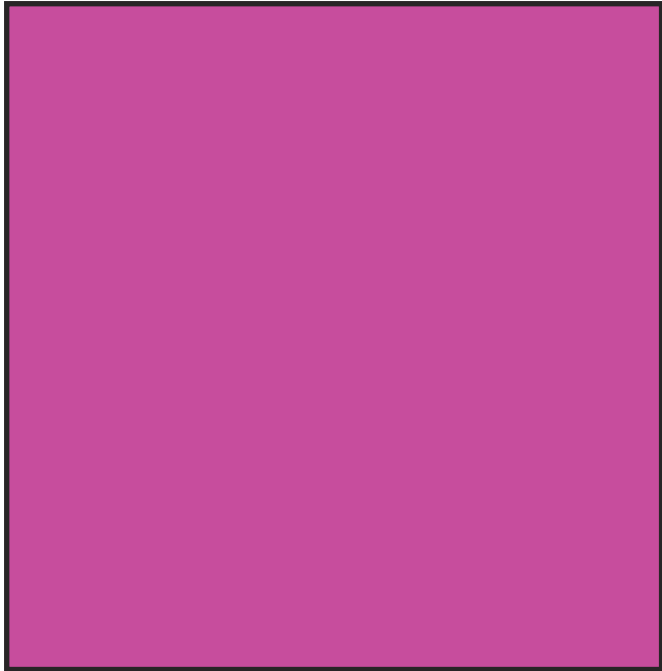
**push**

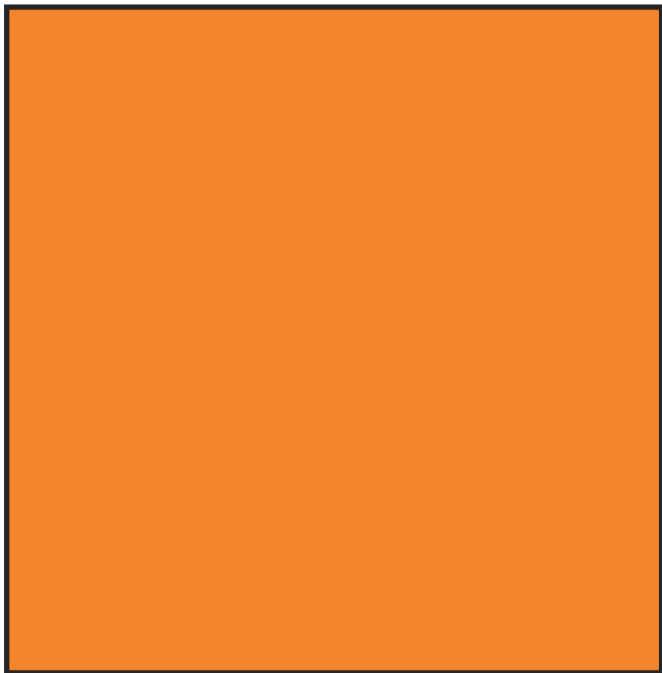
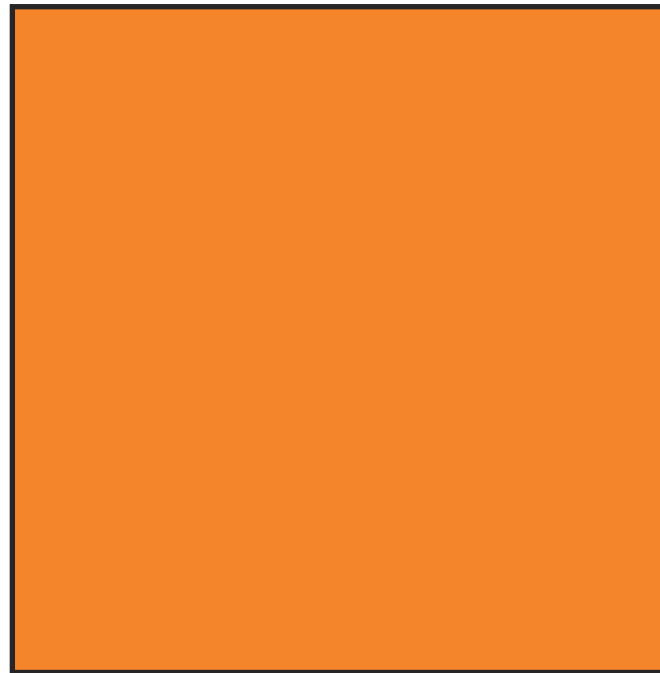
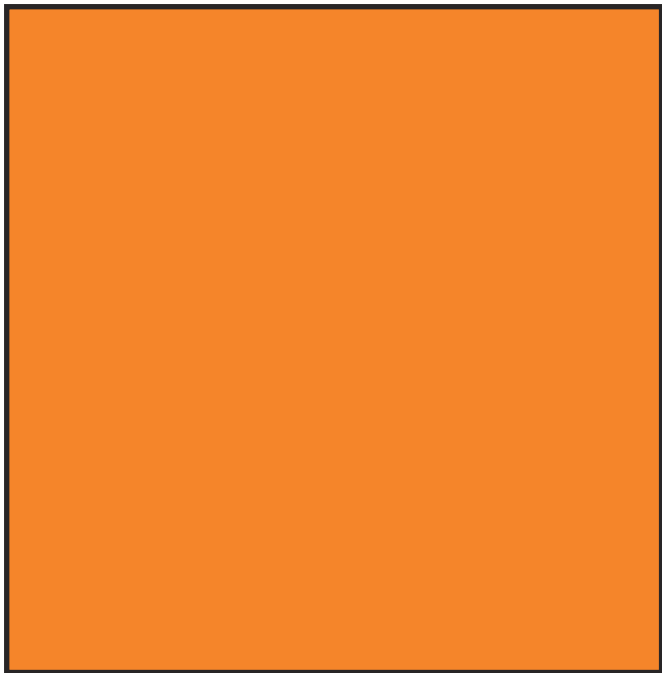
**pull**

**full**

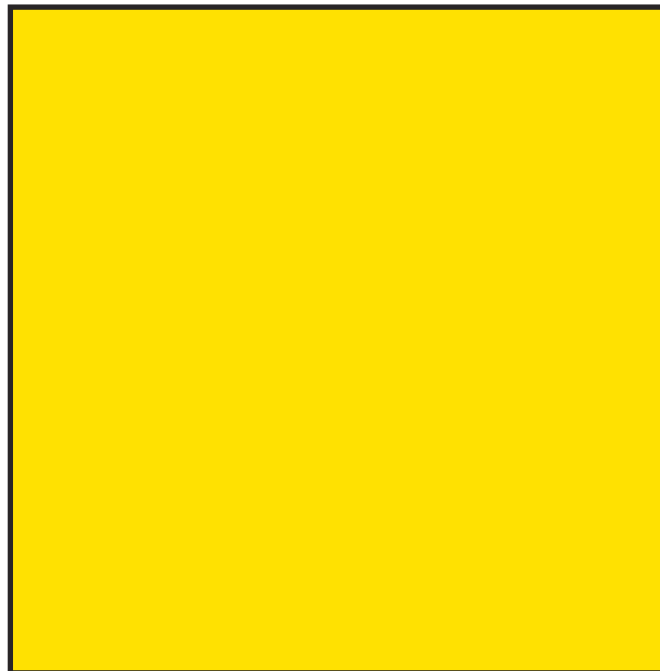
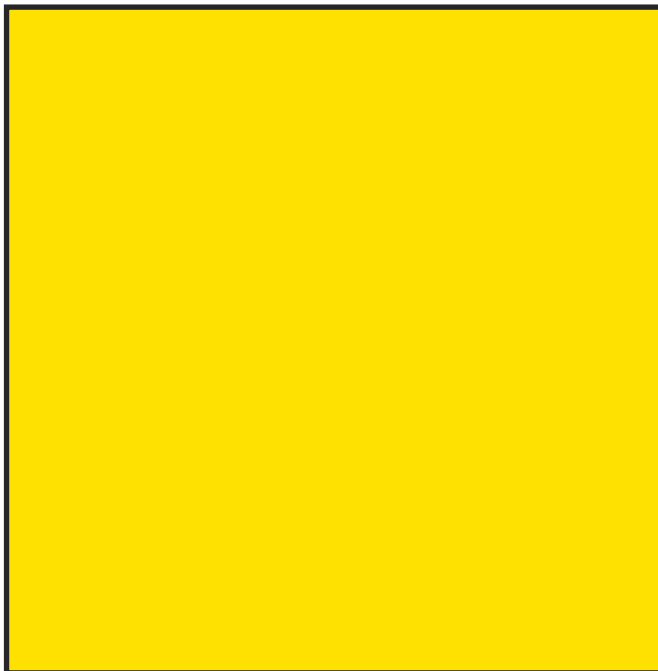
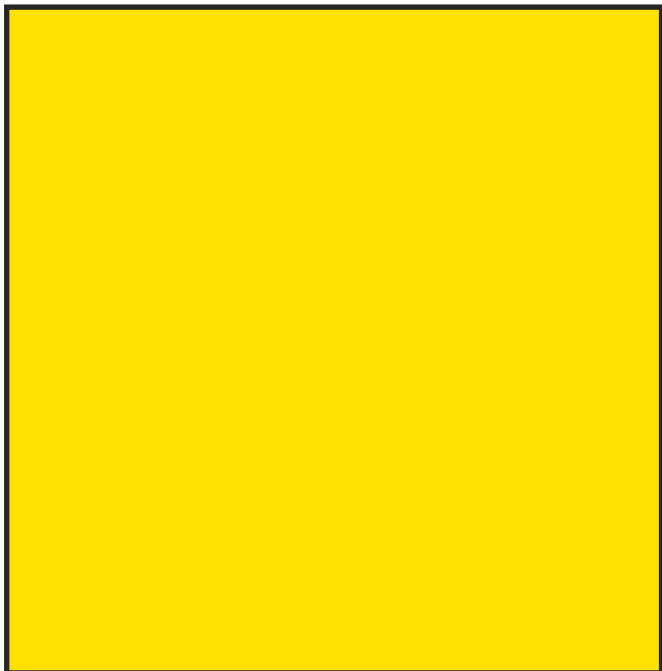
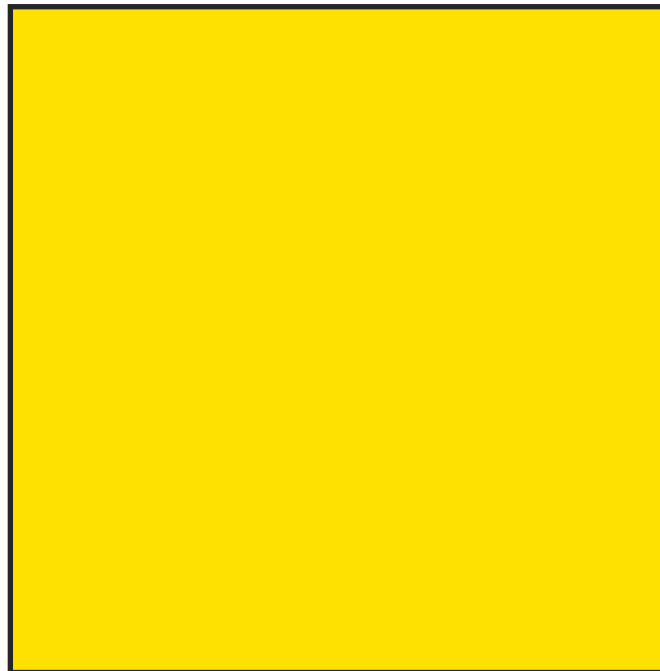
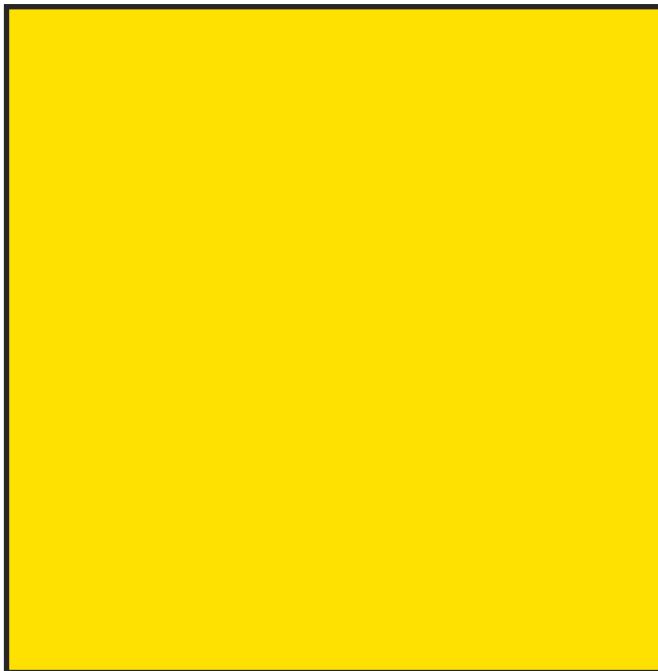
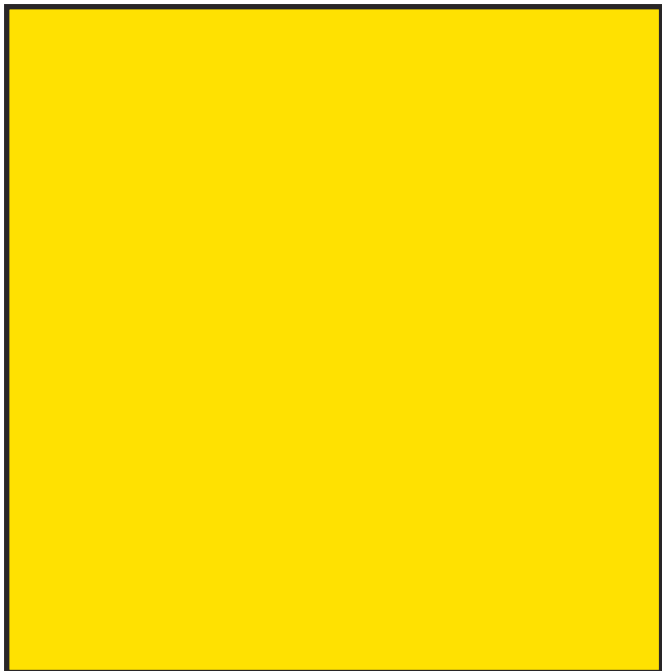
**house**

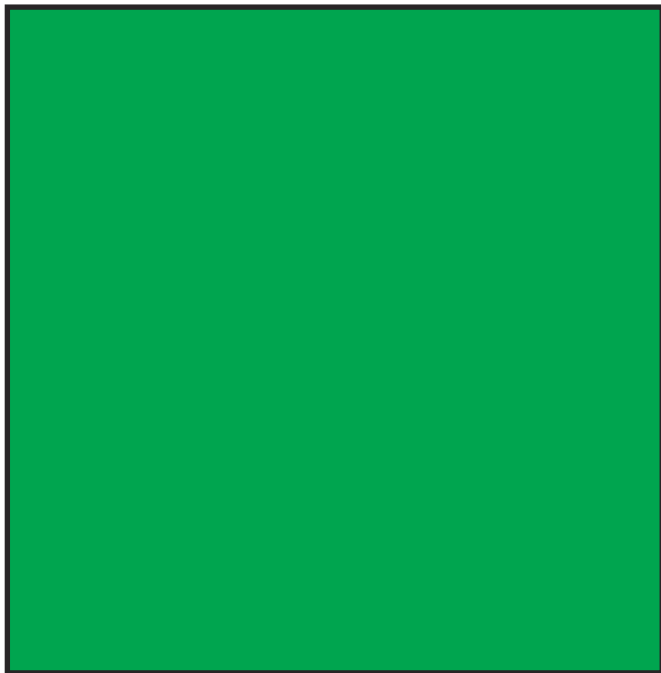
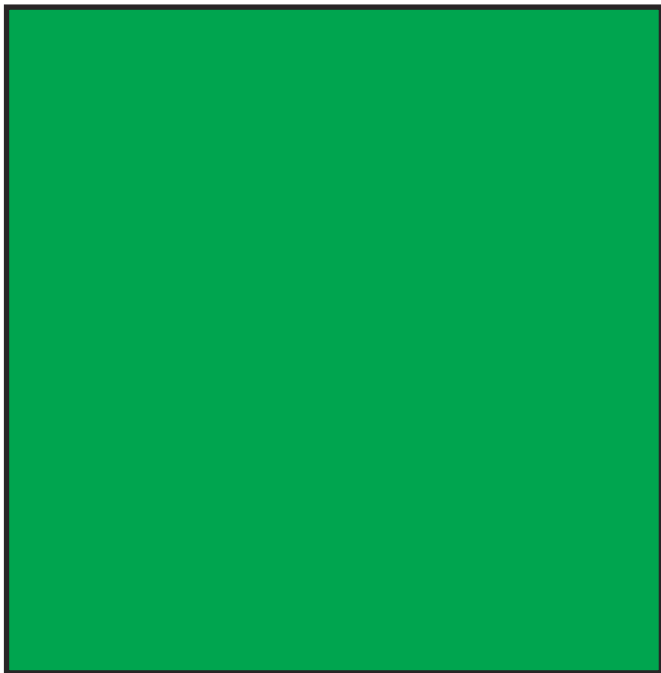
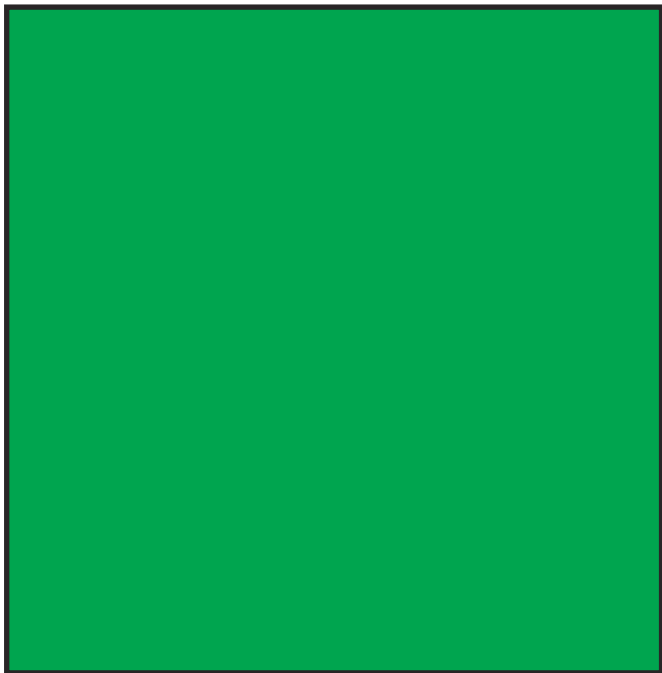
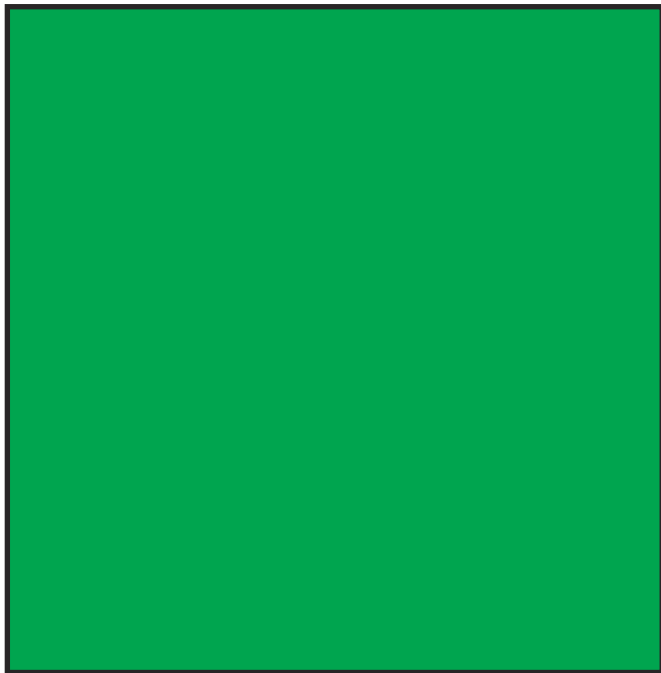
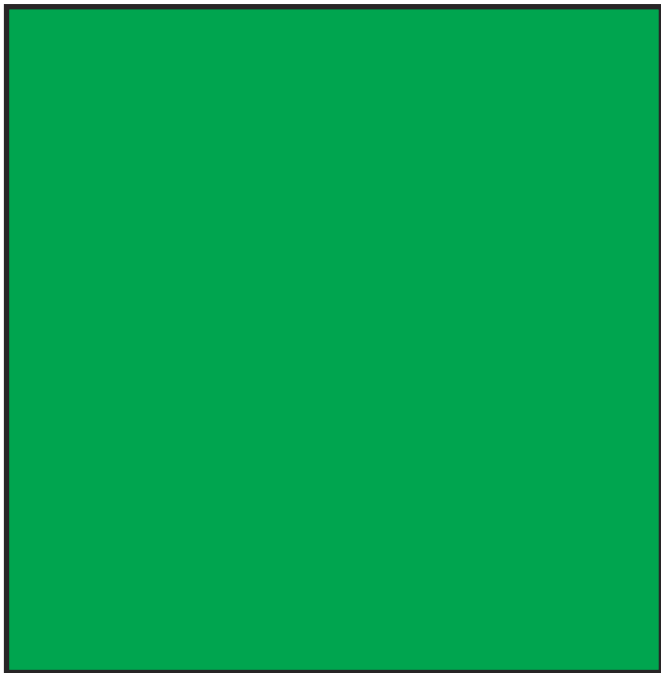
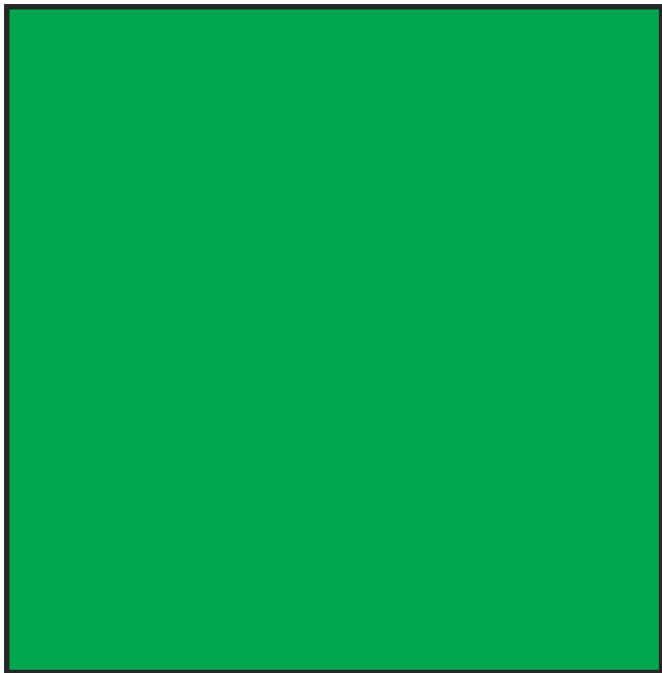
**our**

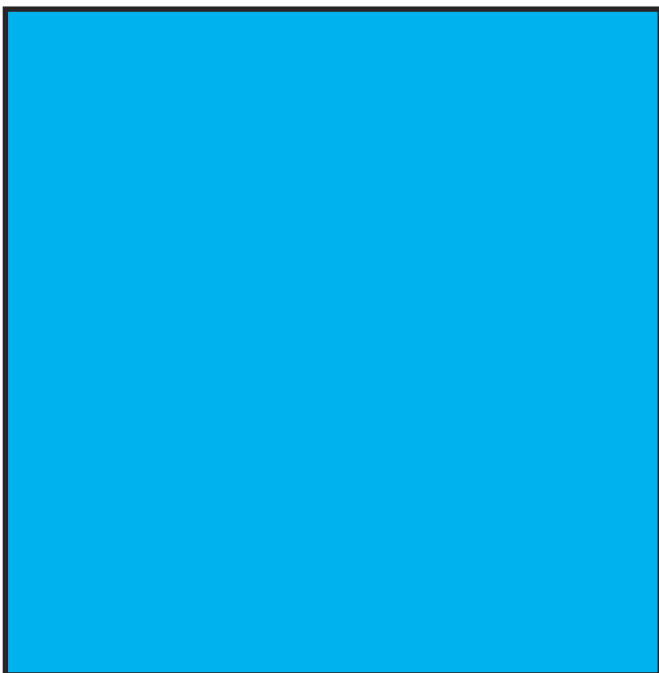
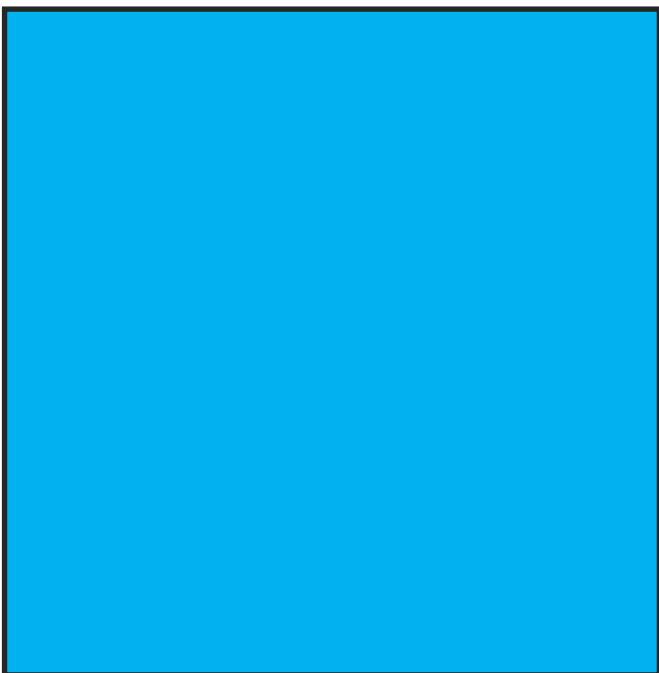
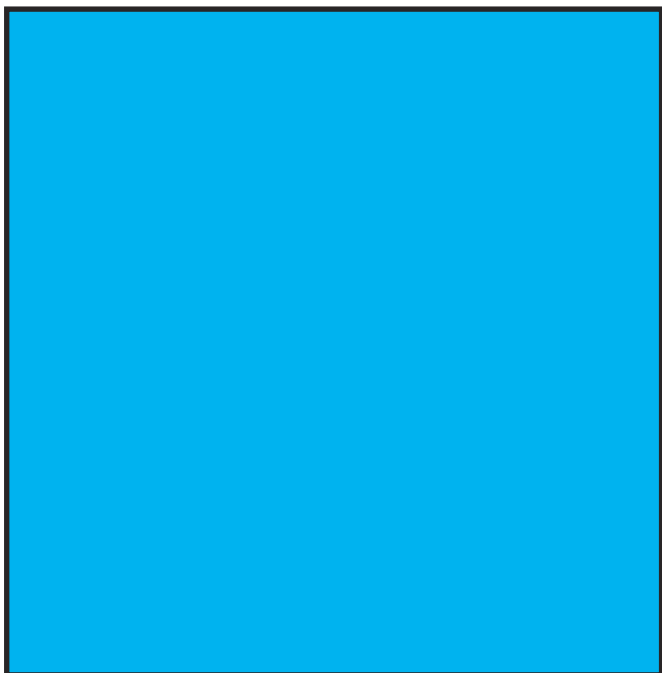
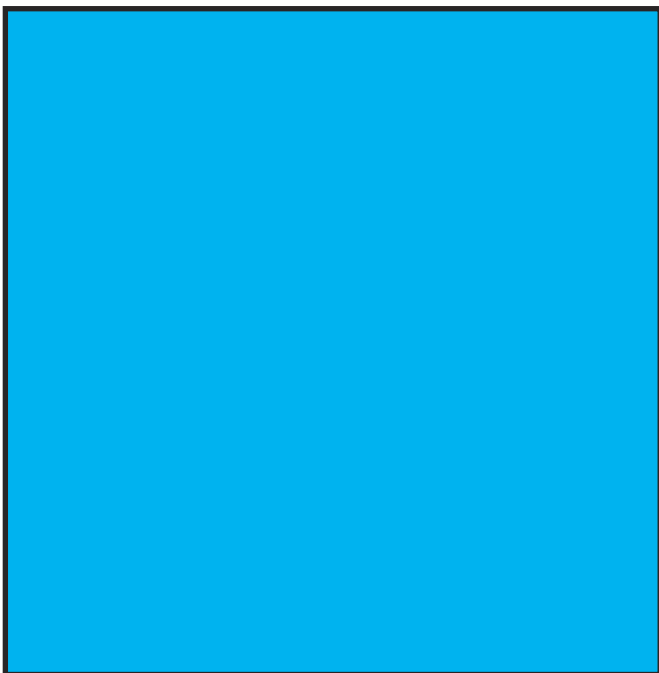
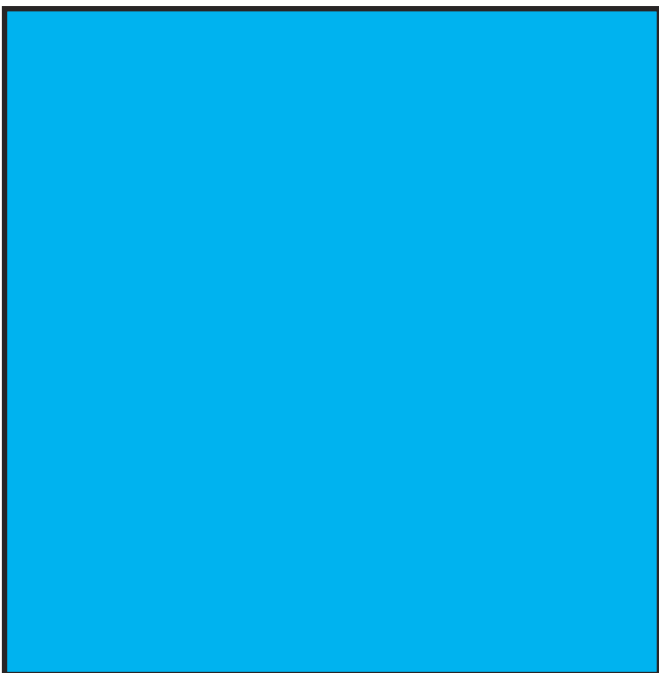
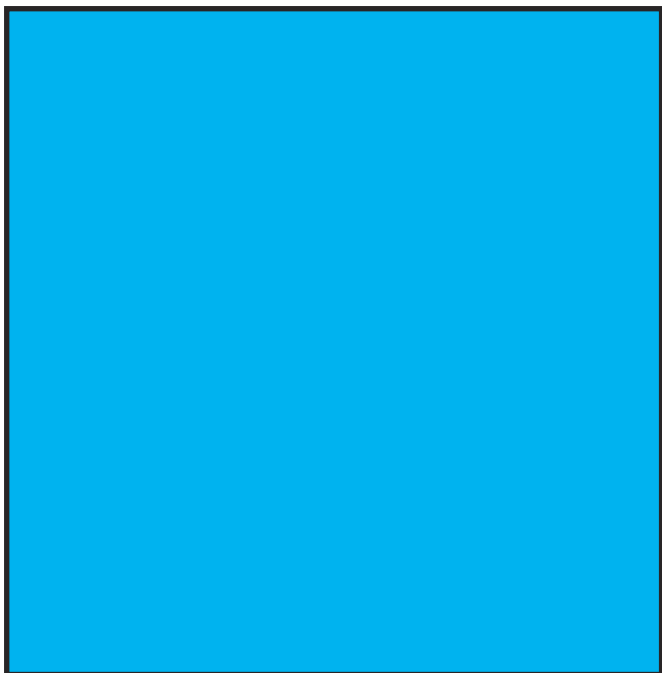


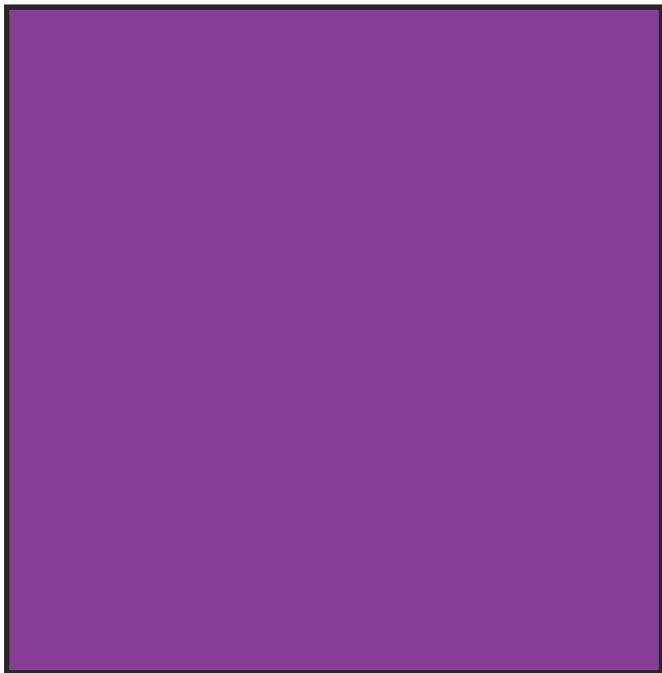
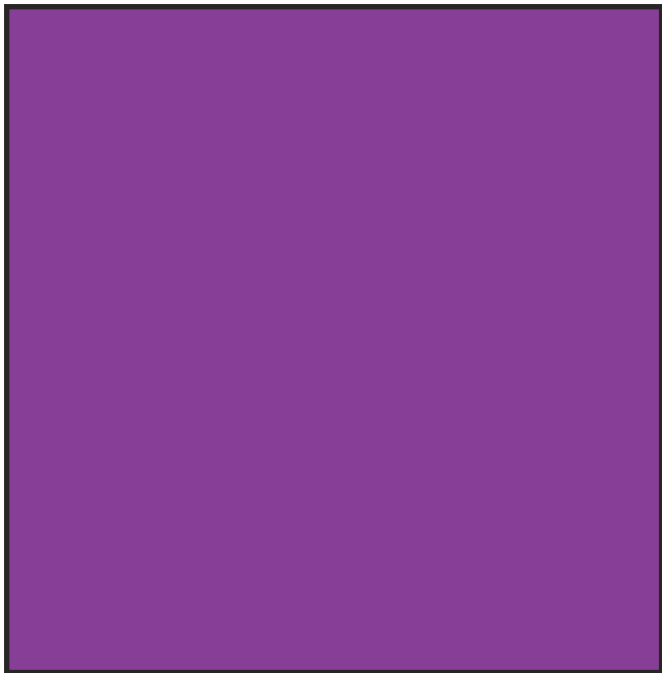


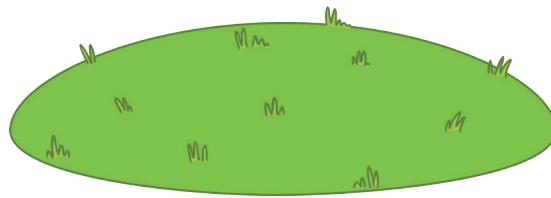
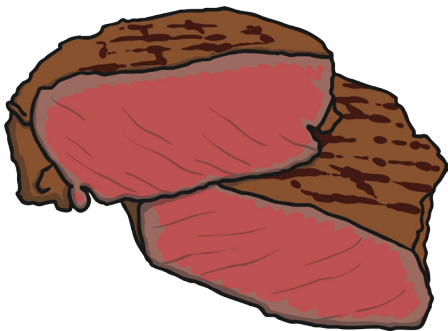
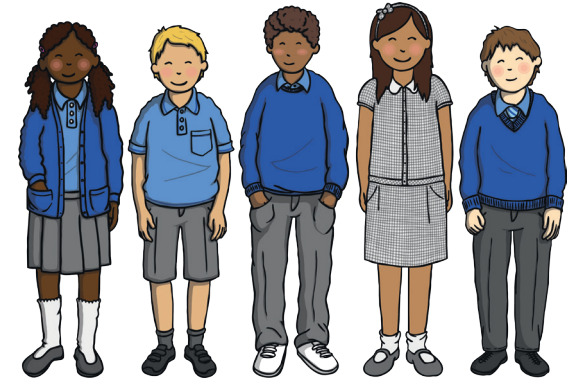
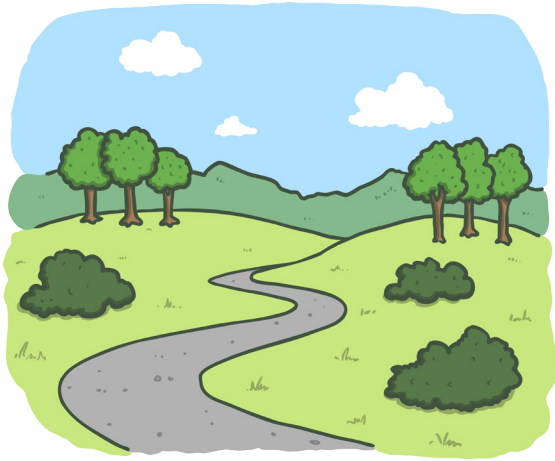


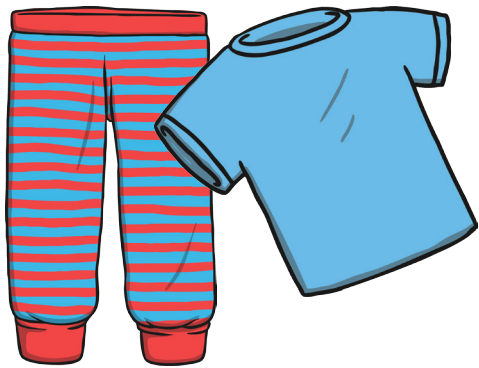
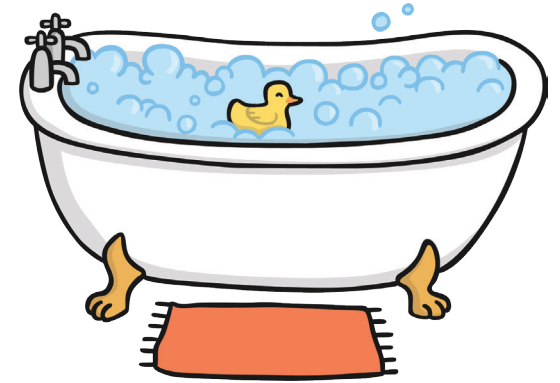
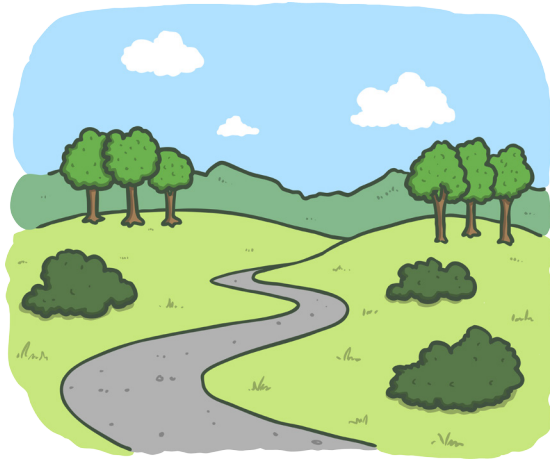


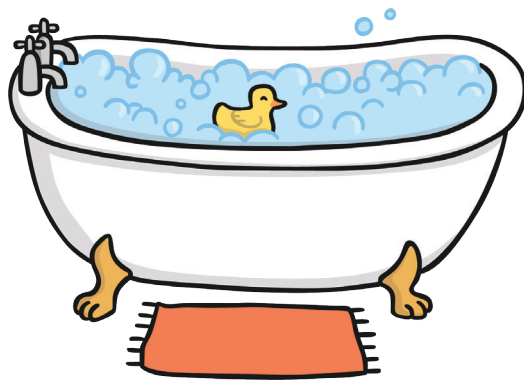
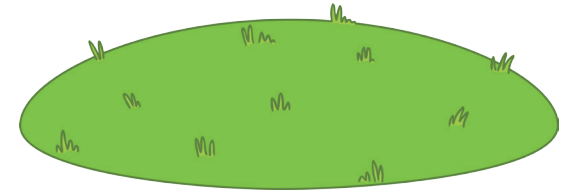


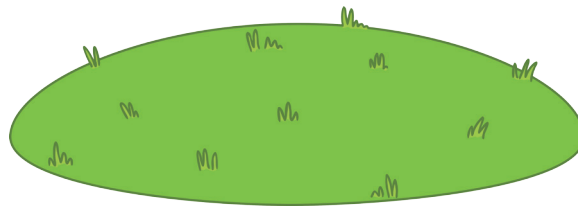
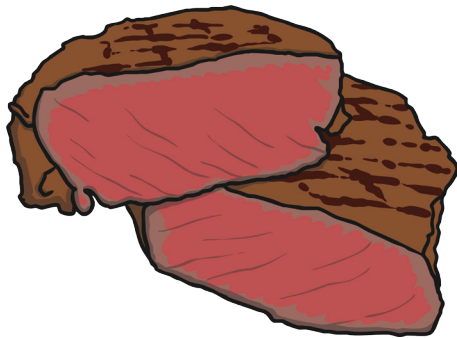
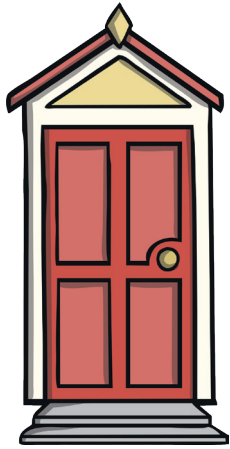




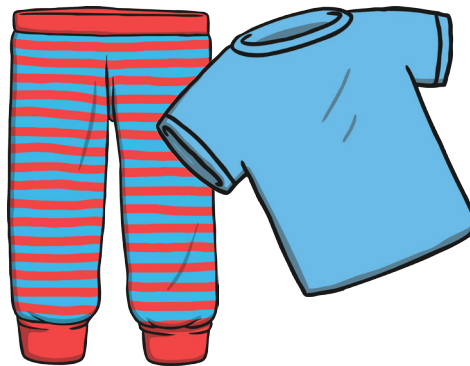
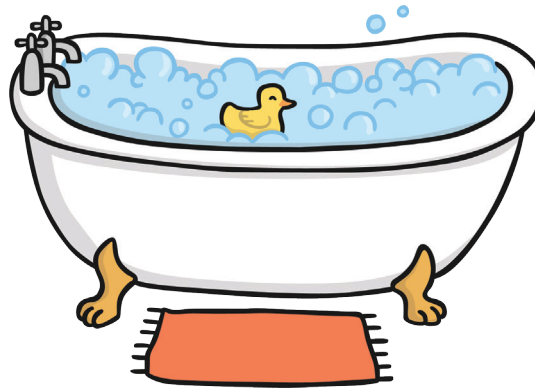
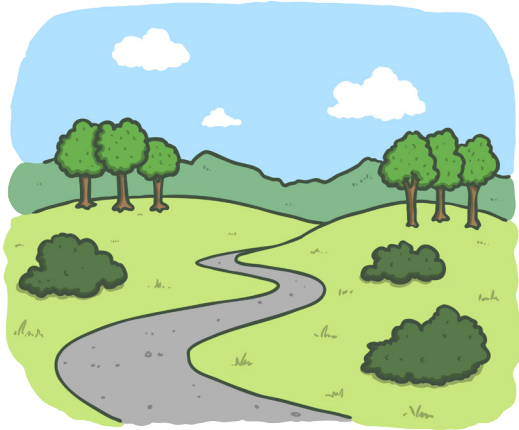


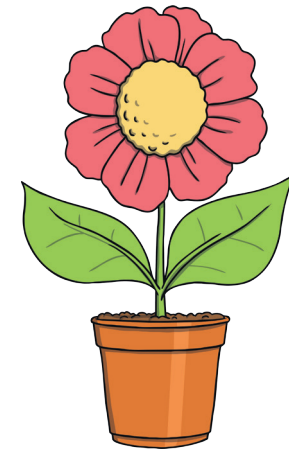
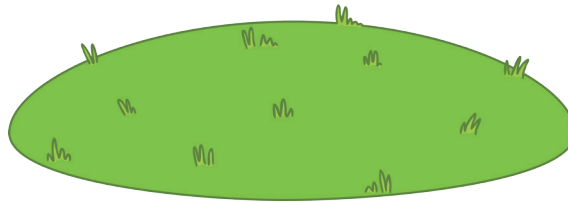
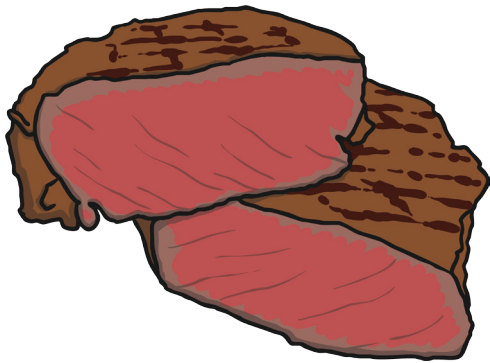


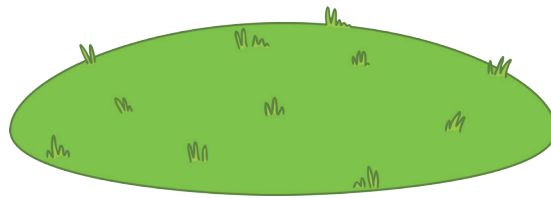
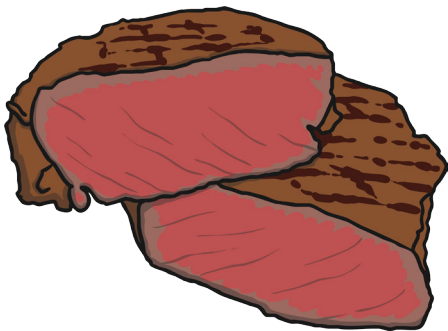
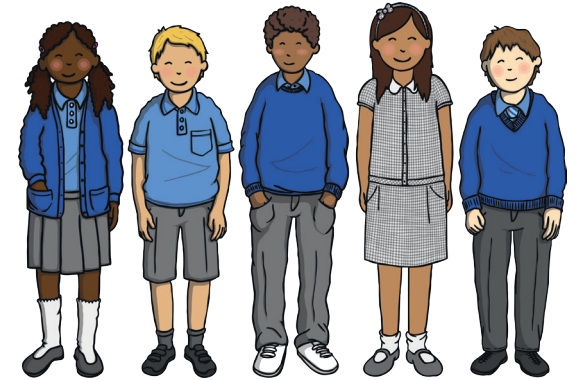
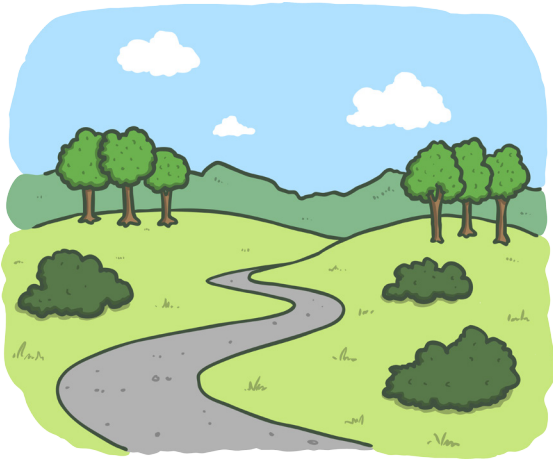


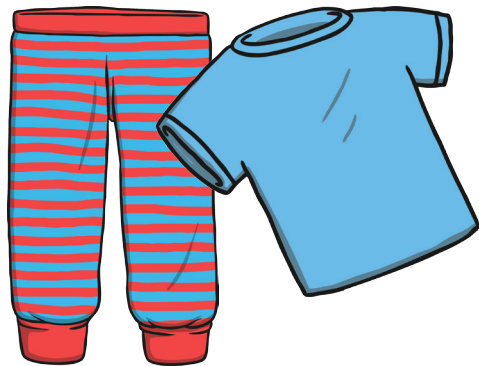
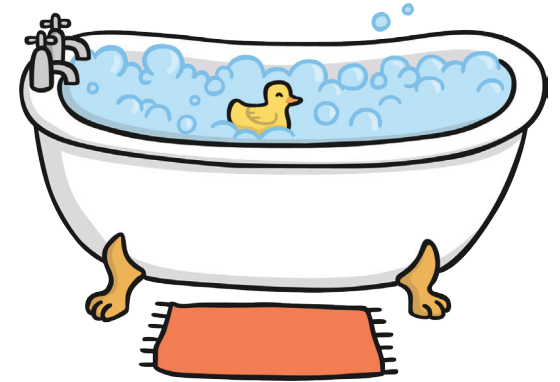
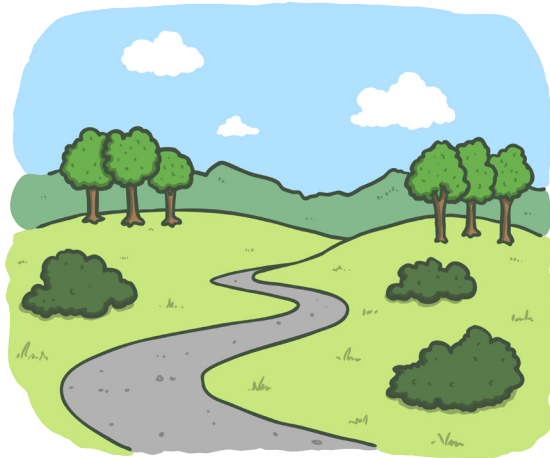


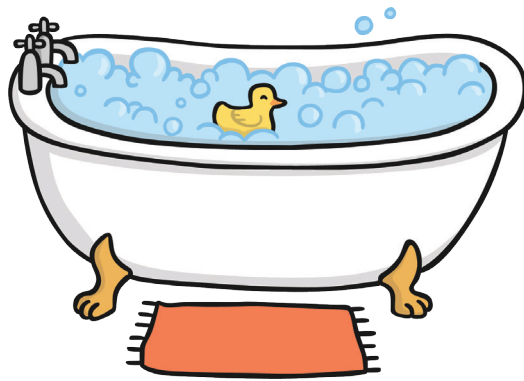
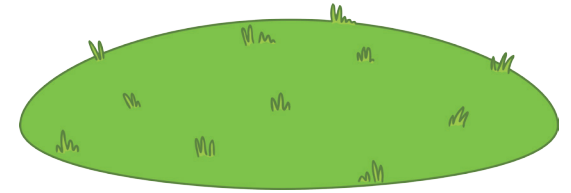


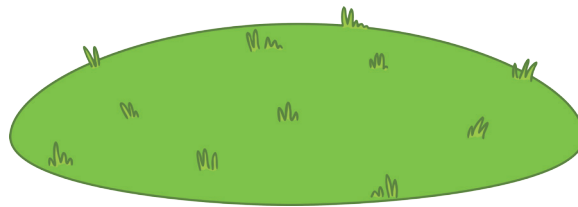
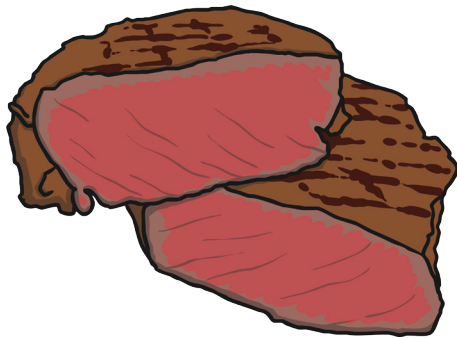


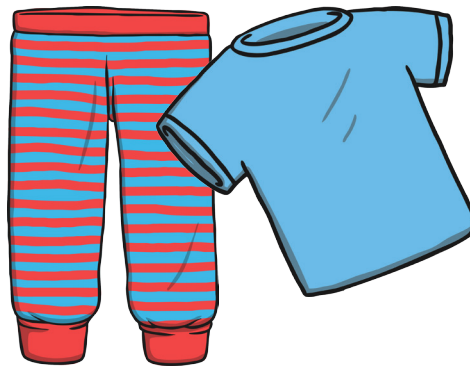
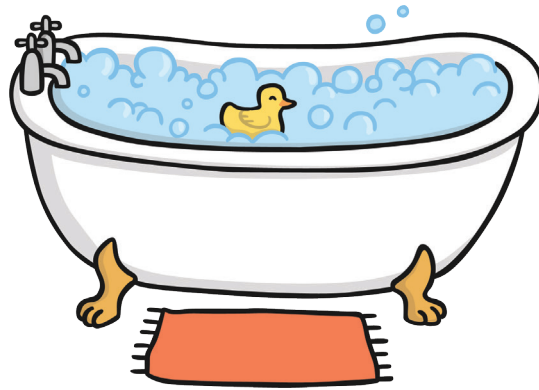
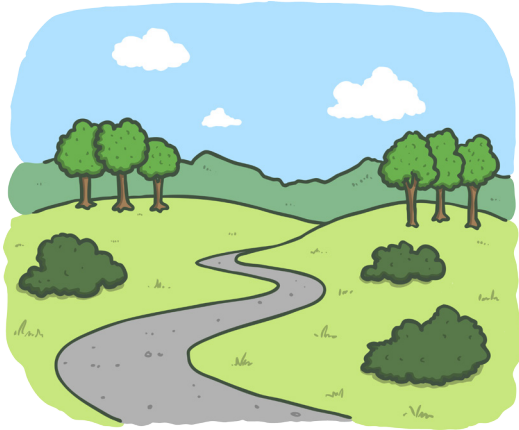


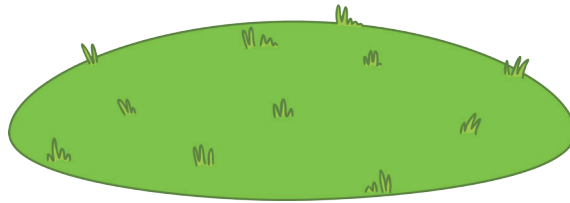
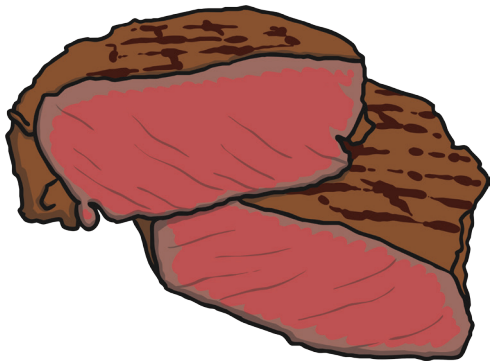
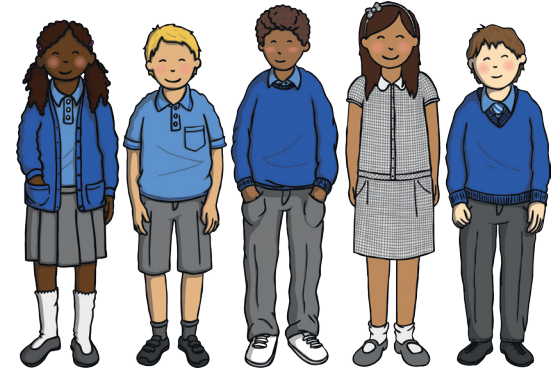
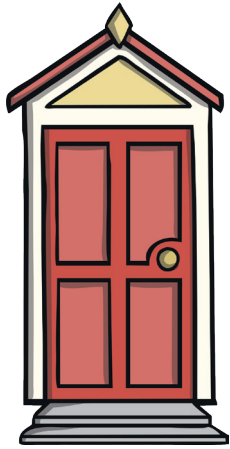






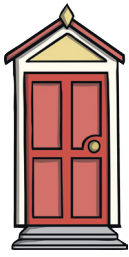








# Common Exception Words Bingo



door



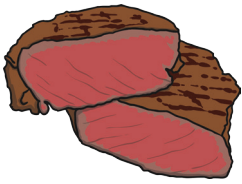
child



children



money



steak



grass



plant



Christmas



path



bath



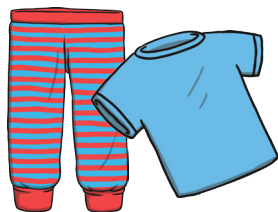
sugar



water



eye



clothes

**path**

**money**

**children**

**steak**

**grass**

**child**

**money**

**path**

**bath**

**clothes**

**door**

**sugar**

**christmas**

**plant**

**grass**

**bath**

**sugar**

**water**

**door**

**child**

**children**

**steak**

**grass**

**money**

**path**

**bath**

**sugar**

**eye**

**clothes**

**water**

**door**

**child**

**children**

**steak**

**grass**

**plant**

**path**

**money**

**children**

**steak**

**grass**

**child**



**money**

**path**

**bath**

**clothes**

**door**

**sugar**

**christmas**

**plant**

**grass**

**bath**

**sugar**

**water**

**door**

**child**

**children**

**steak**

**grass**

**money**

**path**

**bath**

**sugar**

**eye**

**clothes**

**water**

**door**

**child**

**children**

**steak**

**grass**

**plant**



# 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

**The pupil can read some common exception words.** Refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

### Task

#### Activity One – Flashcard Bag

Cut up and put the [Common Exception Word Cards Set 1](#) in a colourful bag or box. Ask the pupil to pick one out at a time and read it. Keep a record of those words they are able to read. Do the same with the [Common Exception Word Cards Set 2](#) (once they can read all of the words in Set 1). The child could even decorate their own bag or box and fill it with all of the words they have read successfully. For any words that they could not yet read, practise them and return them into the main bag or box for another try.

#### Activity Two- Roll and Read

Use a dice and the [Roll and Read Activity Mats](#) to select common exception words for pupils to read. Make a note of those words they are able to read.

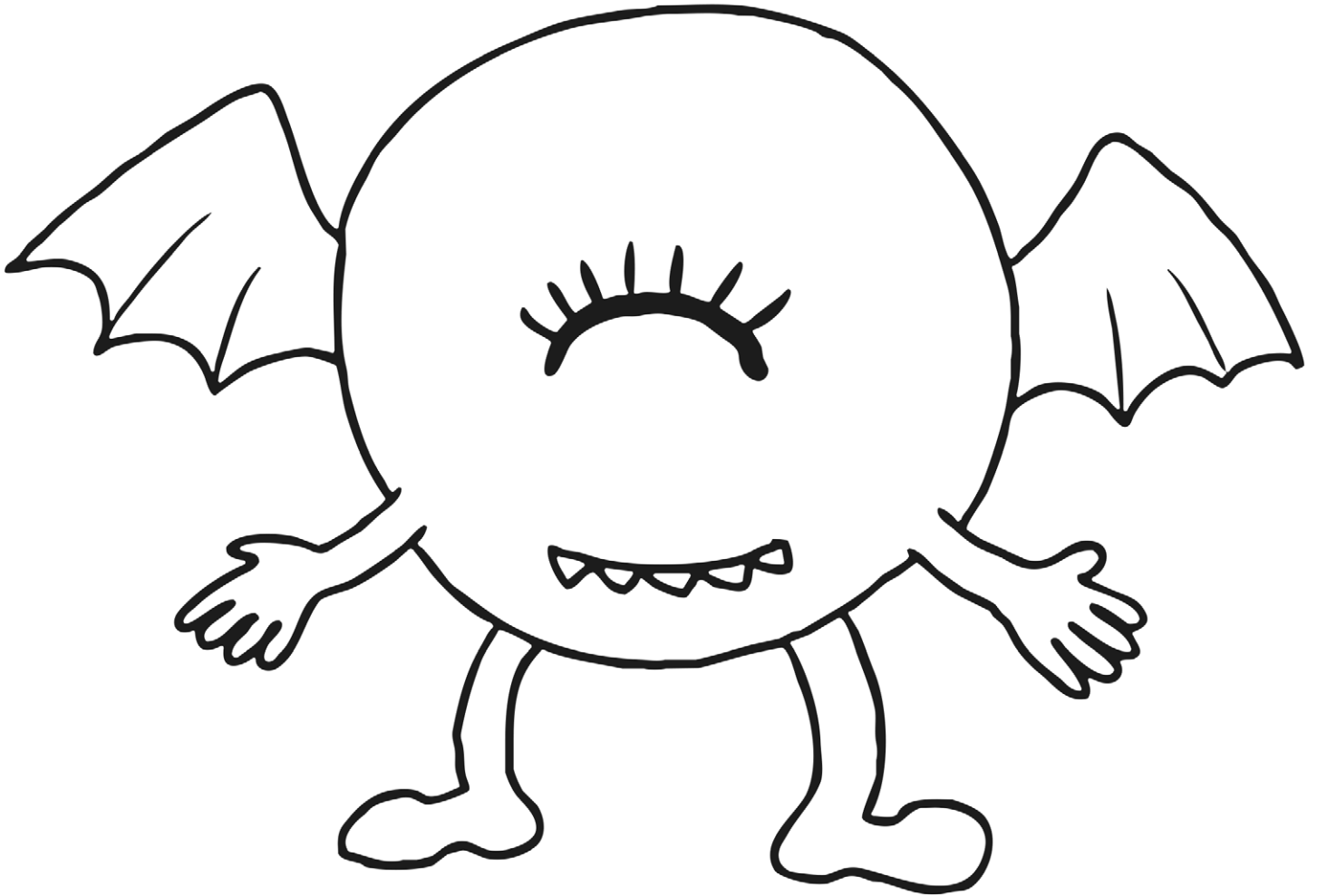
#### Activity Three- Bingo

Play [Common Exception Words Bingo Game 1](#) with the pupils and then move on to [Common Exception Words Bingo Game 2](#).

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My left arm is yellow.
2. My right leg is orange.
3. My wings are purple and green.
4. My right arm is blue.
5. My left leg is green.
6. My body is red and black.

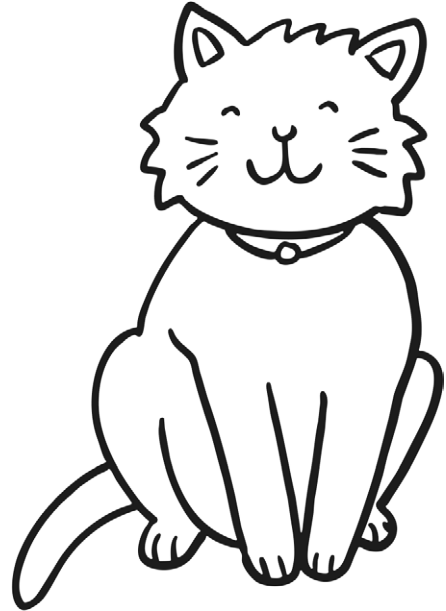
# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



I have black and yellow stripes.



I have orange and black spots.



I have black and white stripes.



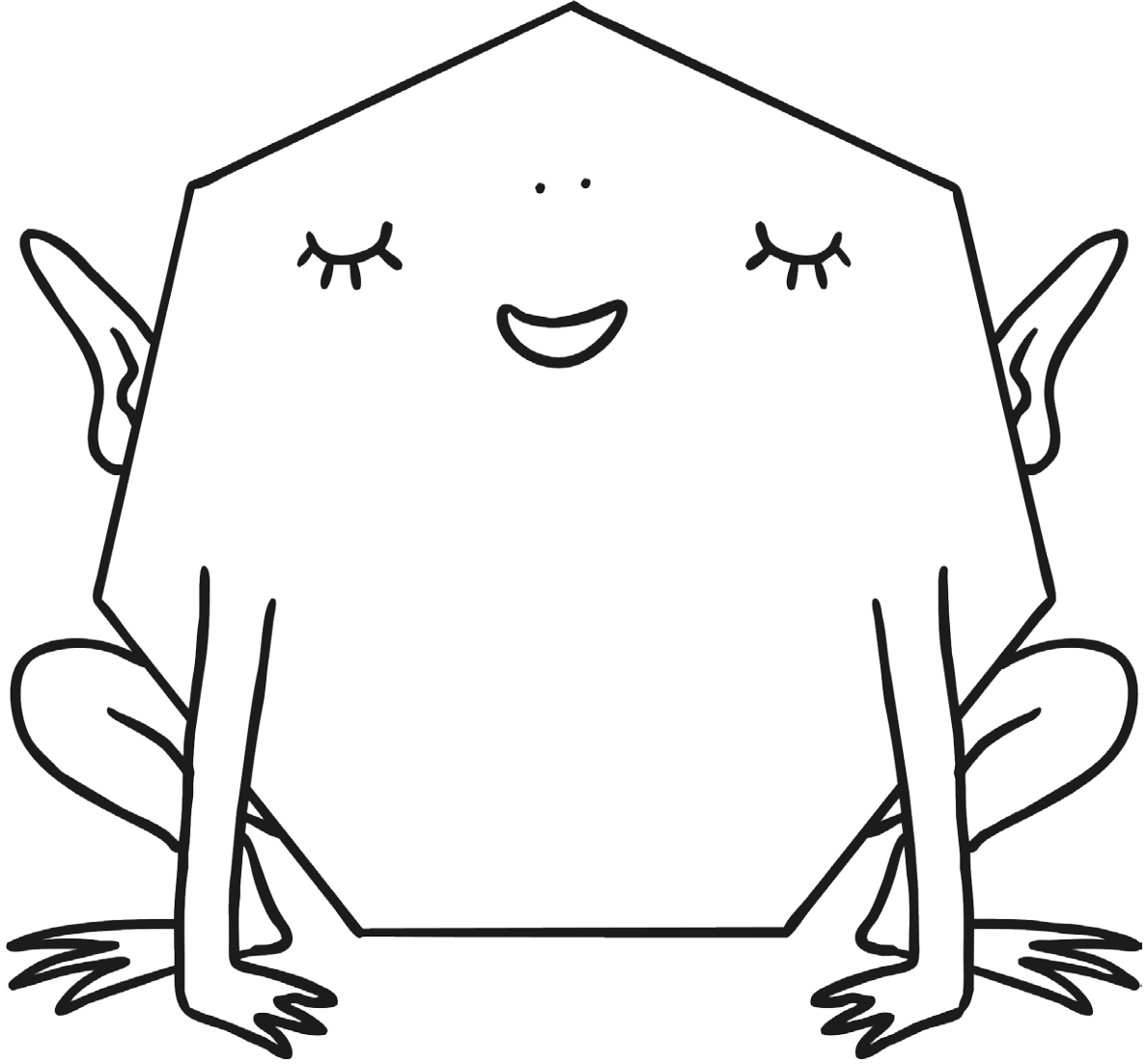
I have blue and green stripes.



# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My left arm is pink.
2. My body has red spots.
3. My right arm is purple.
4. My ears have green spots.
5. My left leg is blue.
6. My right leg is yellow.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My skirt is pink and green.
2. My t-shirt has black spots.
3. My sunglasses are green and pink.
4. My hat has blue stripes.
5. My bucket is red and blue.
6. My spade has red stripes.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

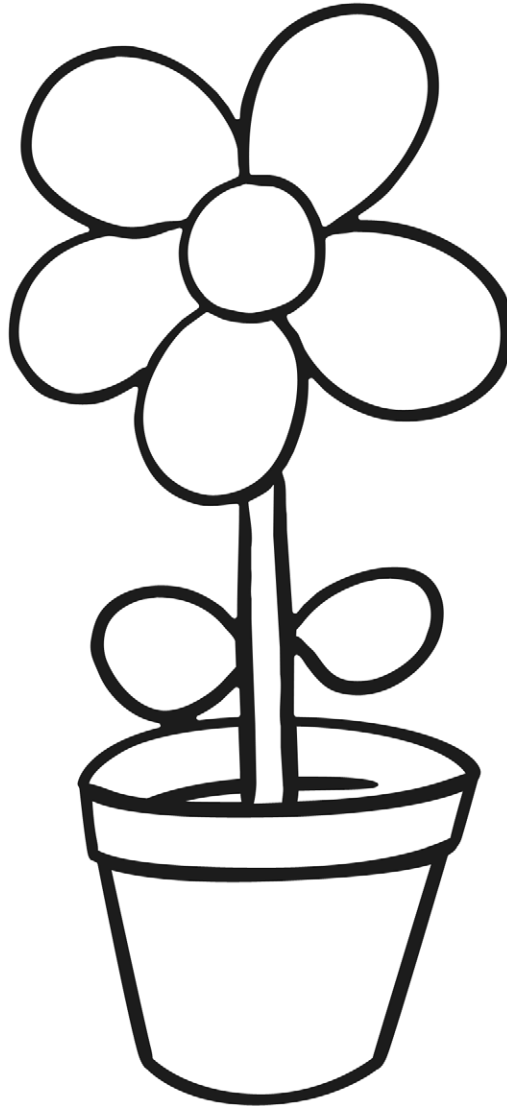


1. My shorts have green spots.
2. My t-shirt is green and blue.
3. My hat is yellow and blue.
4. My beach ball is purple and blue.
5. My sunglasses are black and white.
6. I am next to a yellow flower.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

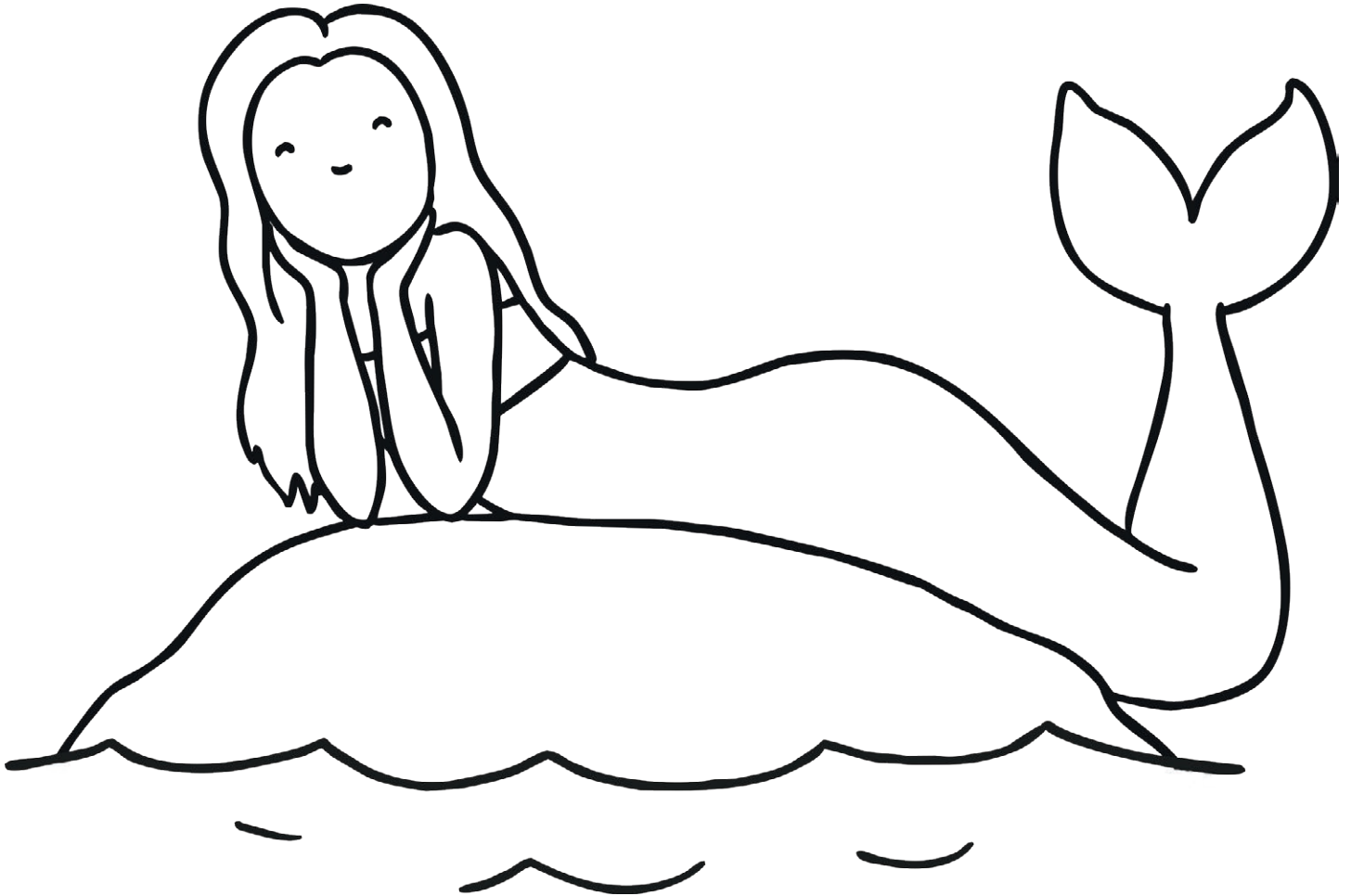


1. The petals are pink and yellow.
2. The left leaf is green.
3. The right leaf is red.
4. A spider is under the flower.
5. The pot has green stripes.
6. A bee is next to the flower.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My hair has golden spots.
2. My tail is green and blue.
3. The sea is blue and white.
4. The rock has grey stripes.
5. My left eye is blue.
6. My right eye is green.



# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



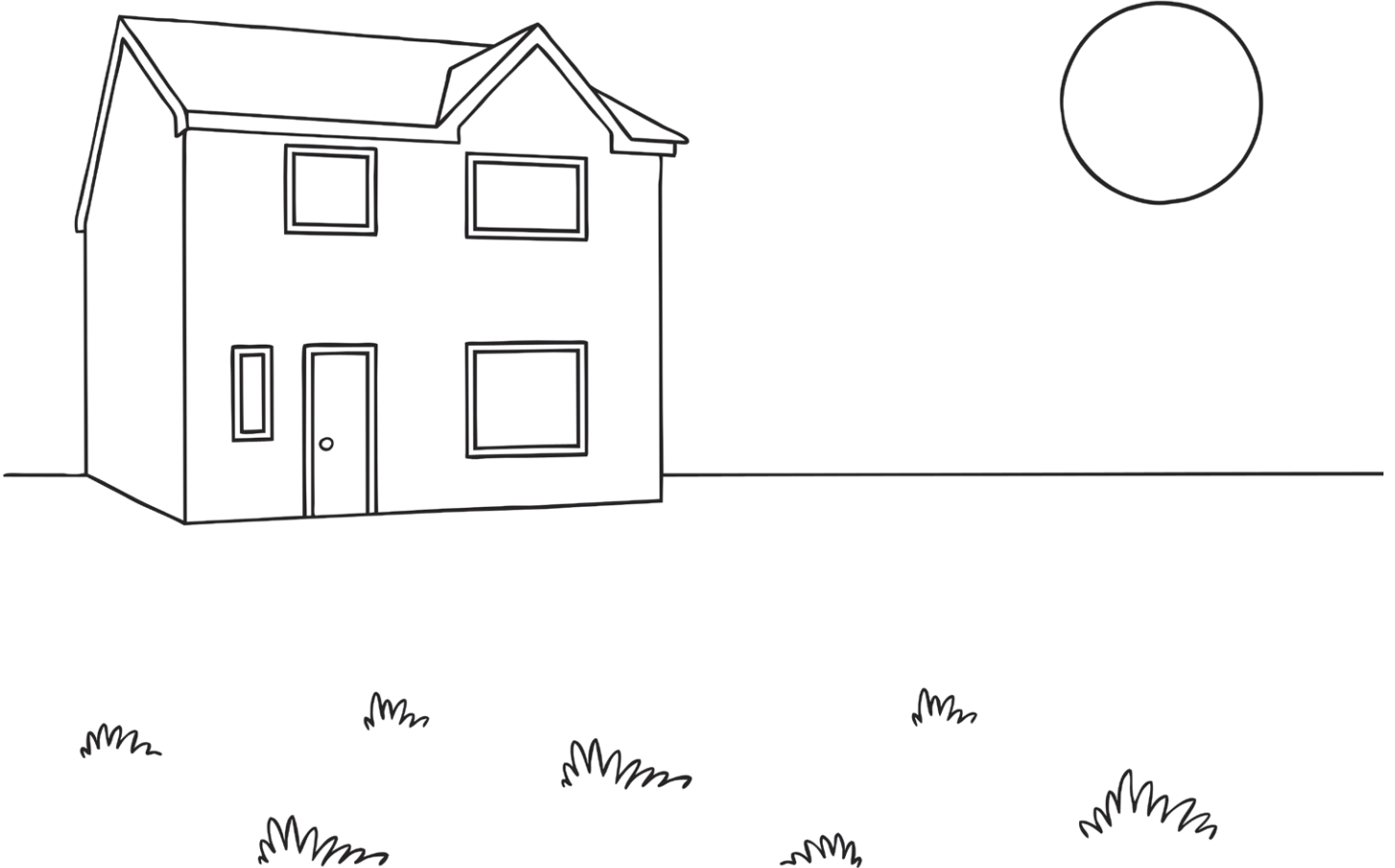
1. My right foot is yellow.
2. My left foot is green.
3. My cape has red stripes.
4. My buckle is gold and blue.
5. My suit is blue and black.
6. My mask has red stripes.



# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.

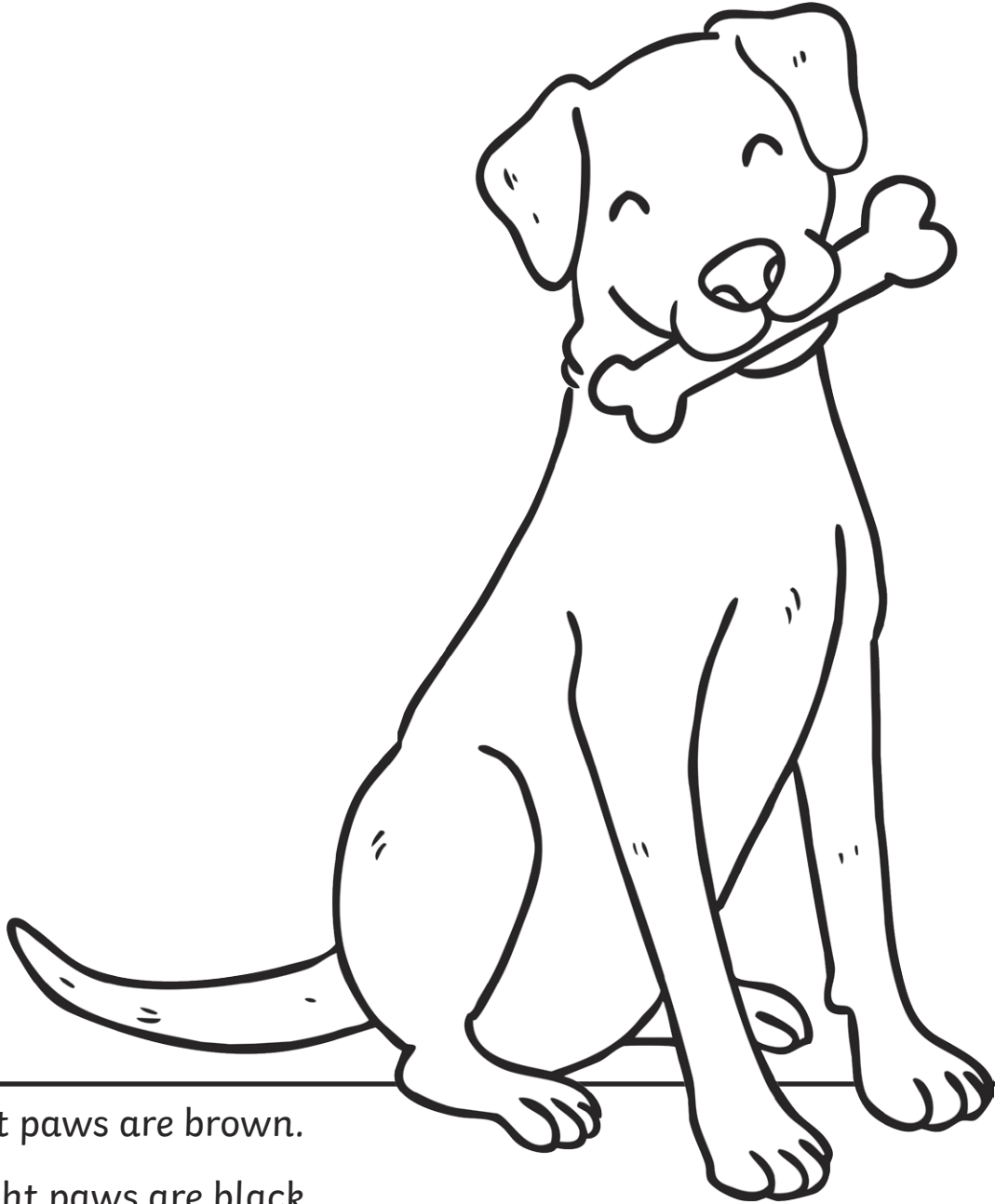


1. The top windows are blue.
2. The bottom windows are yellow.
3. The sun has yellow stripes.
4. The roof has red spots.
5. The bricks have red stripes.
6. The grass is green and yellow.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My left paws are brown.
2. My right paws are black.
3. My ears have ginger spots.
4. My tail has black stripes.
5. My nose is a dark brown.
6. My fur has brown spots.

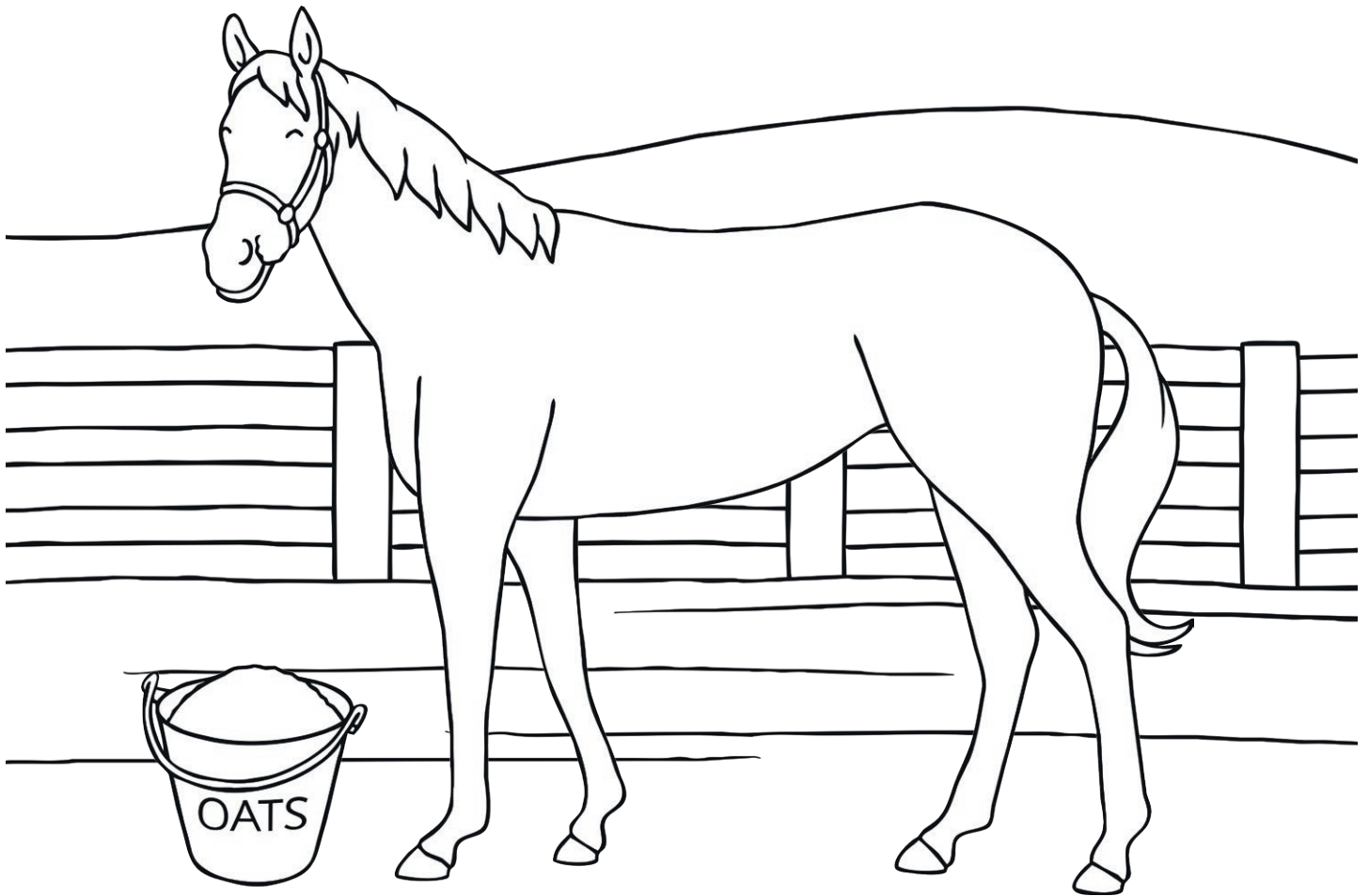




# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My front legs are black.
2. My back legs are brown.
3. My mane and tail are brown.
4. My body has black stripes.
5. The grass is green and yellow.
6. My hooves have ginger spots.

# Reading Comprehension

## Three Key Words

Read the sentence and colour the picture.



1. My helmet has red stripes.
2. My ball has orange spots.
3. My left shoe is yellow.
4. My right shoe is green.
5. My top has grey stripes.
6. My shorts have blue spots.

# The Lion and the Mouse



One day, a lion was asleep in the wood. A mouse came along. The mouse didn't see the lion and ran across the lion's nose.

The lion woke up. He was cross with the mouse. "You woke me up!" he roared.

The mouse was scared. "Please let me go!" said the mouse. "If you let me go, I will repay you one day!"

"You are funny!" said the lion. "How could a mouse help a lion?"

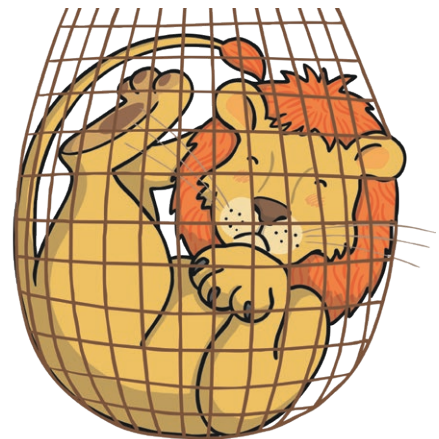
The lion laughed and let the mouse go home.

Some days later, the lion was caught in a hunter's net. He couldn't get out.

The lion roared in anger.

The mouse heard the lion and ran to the net.

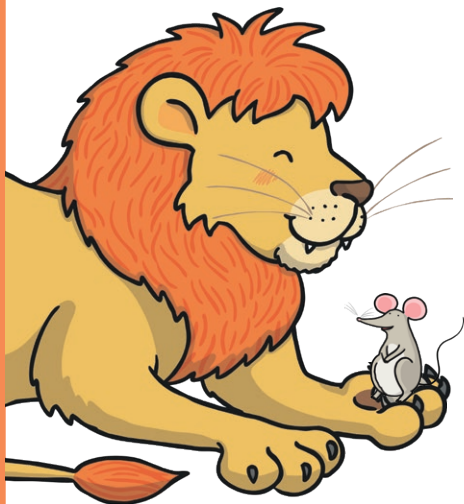
The mouse saw the lion and had an idea. She chewed on the net until it broke and the lion fell out. The lion was free.



"Even a mouse can help a lion!" said the mouse.

From that day, the mouse and the lion became friends.

**A kindness is never wasted.**



# The Lion and the Mouse Questions

1. Who are the characters in the story? Tick two.

- a mouse
- a badger
- a fox
- a lion

2. Why did the lion wake up? Tick one.

- The mouse ran across his nose.
- He was hungry.
- It was morning.

3. Why was the mouse scared? Tick one.

- She didn't like lions.
- She thought the lion would eat her.
- The lion surprised her.

4. How did the mouse help the lion? Tick one.

- She brought him some food.
- She sang a song to cheer him up.
- She chewed through the net to let him go.

5. What is the message in the story? Tick one.

- Look where you are going.
- A kindness is never wasted.
- Listen to others.

# The Lion and the Mouse Answers

1. Who are the characters in the story? Tick two.

- a mouse
- a badger
- a fox
- a lion

2. Why did the lion wake up? Tick one.

- The mouse ran across his nose.
- He was hungry.
- It was morning.

3. Why was the mouse scared? Tick one.

- She didn't like lions.
- She thought the lion would eat her.
- The lion surprised her.

4. How did the mouse help the lion? Tick one.

- She brought him some food.
- She sang a song to cheer him up.
- She chewed through the net to let him go.

5. What is the message in the story? Tick one.

- Look where you are going.
- A kindness is never wasted.
- Listen to others.



# 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

**The pupil can read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.**

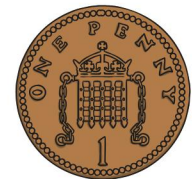
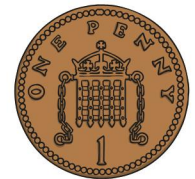
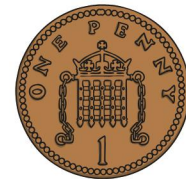
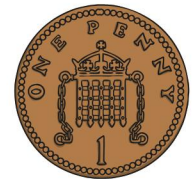
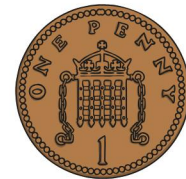
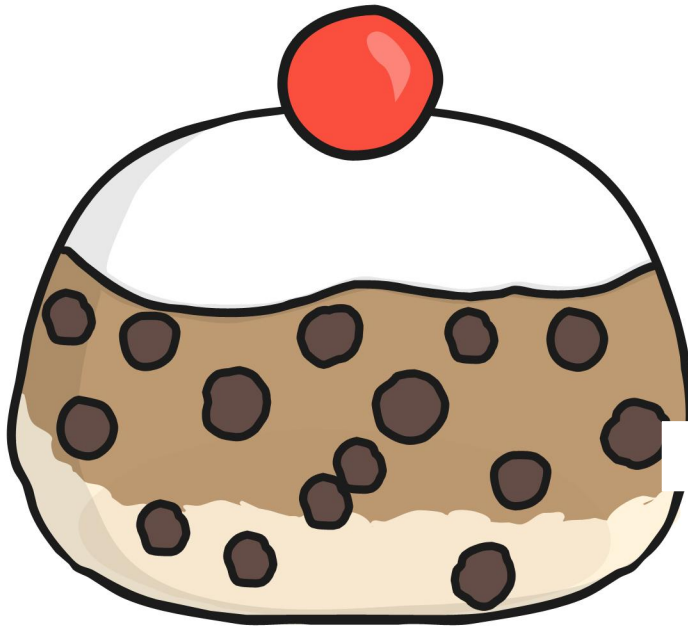
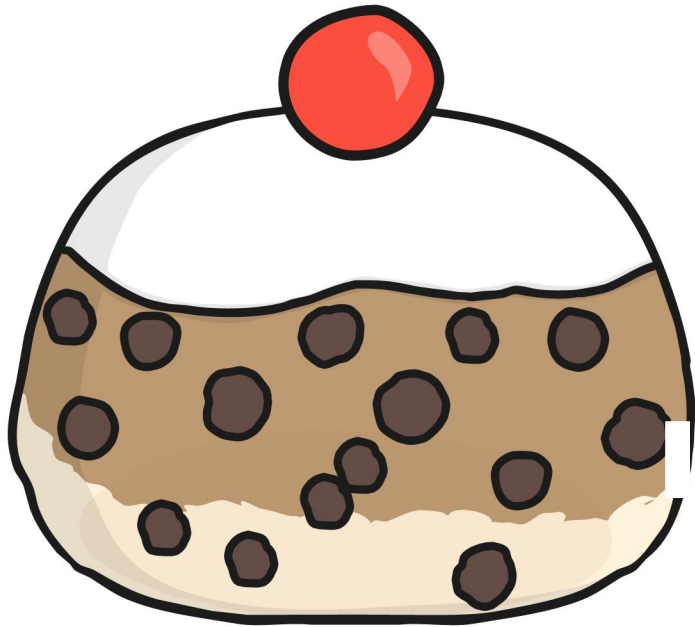
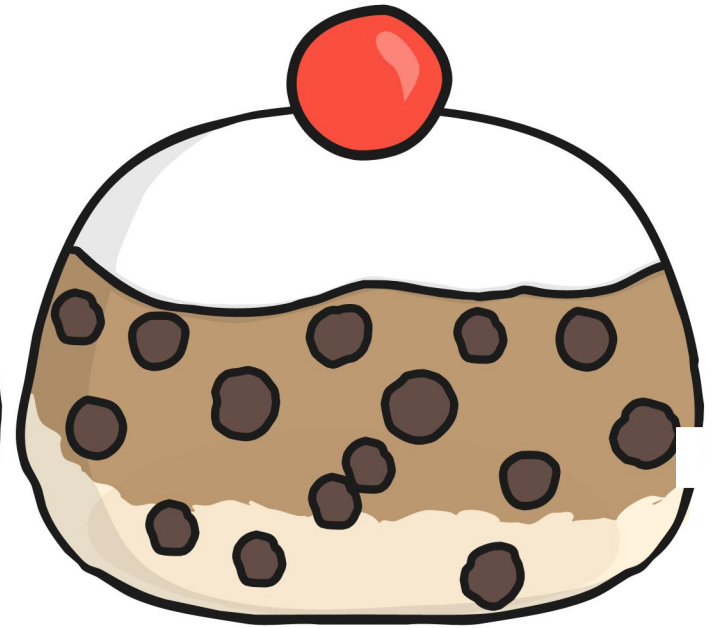
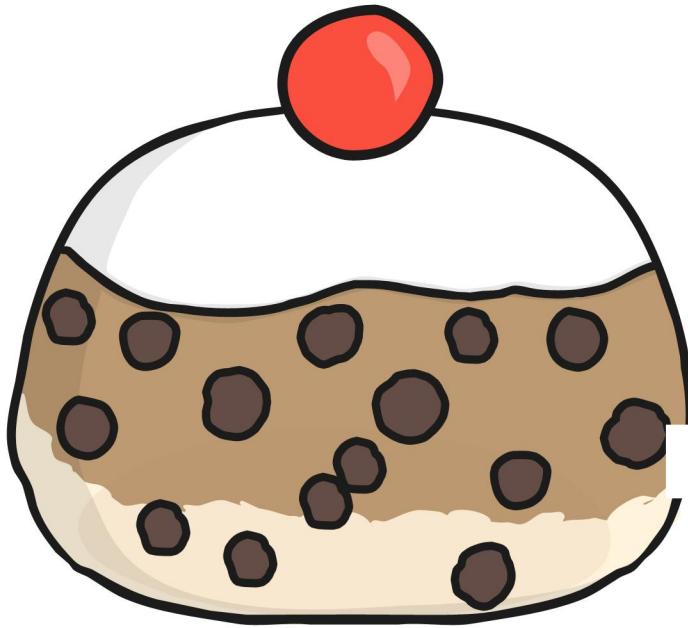
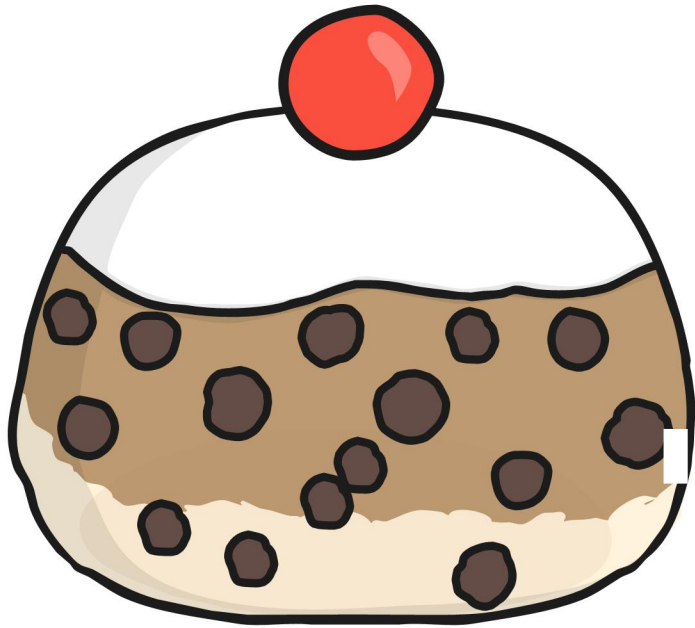
### Task

#### Activity Suggestion – Reading Books

Use the [Reading Comprehension Three Key Words](#) activity, asking pupils to read aloud without guessing the words from the pictures or from the context of the sentence. Encourage the pupils to follow the instructions and colour the pictures accordingly.

#### Activity Suggestion – The Lion and the Mouse

Ask the pupils to read aloud the story of [The Lion and the Mouse](#). Encourage them to use their phonic knowledge, rather than other strategies, to read the words. After reading the story, pupils could attempt to answer the accompanying questions.



# Five Currant Buns

(Say as a rhyme)

Five currant buns in a baker's shop,  
Sweet and sticky with a cherry on the top.  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.

Four currant buns in a baker's shop,  
Sweet and sticky with a cherry on the top.  
Along came a girl with a penny one day,  
Bought a currant bun and took it away.

Three currant buns in a baker's shop,  
Sweet and sticky with a cherry on the top.  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.

Two currant buns in a baker's shop,  
Sweet and sticky with a cherry on the top.  
Along came a girl with a penny one day,  
Bought a currant bun and took it away.

One currant bun in a baker's shop,  
Sweet and sticky with a cherry on the top.  
Along came a boy with a penny one day,  
Bought a currant bun and took it away.



# Old MacDonald

Old MacDonald had a farm, EE-I-EE-I-O,  
And on that farm he had a cat, EE-I-EE-I-O,  
With a “meow, meow” here and a “meow,  
meow” there,  
Here a “meow,” there a “meow,” everywhere a  
“meow, meow.”

Old MacDonald had a farm, EE-I-EE-I-O.

Repeat with different animals e.g.

cow (moo)

dog (woof)

donkey (hee-haw)

sheep (baa)

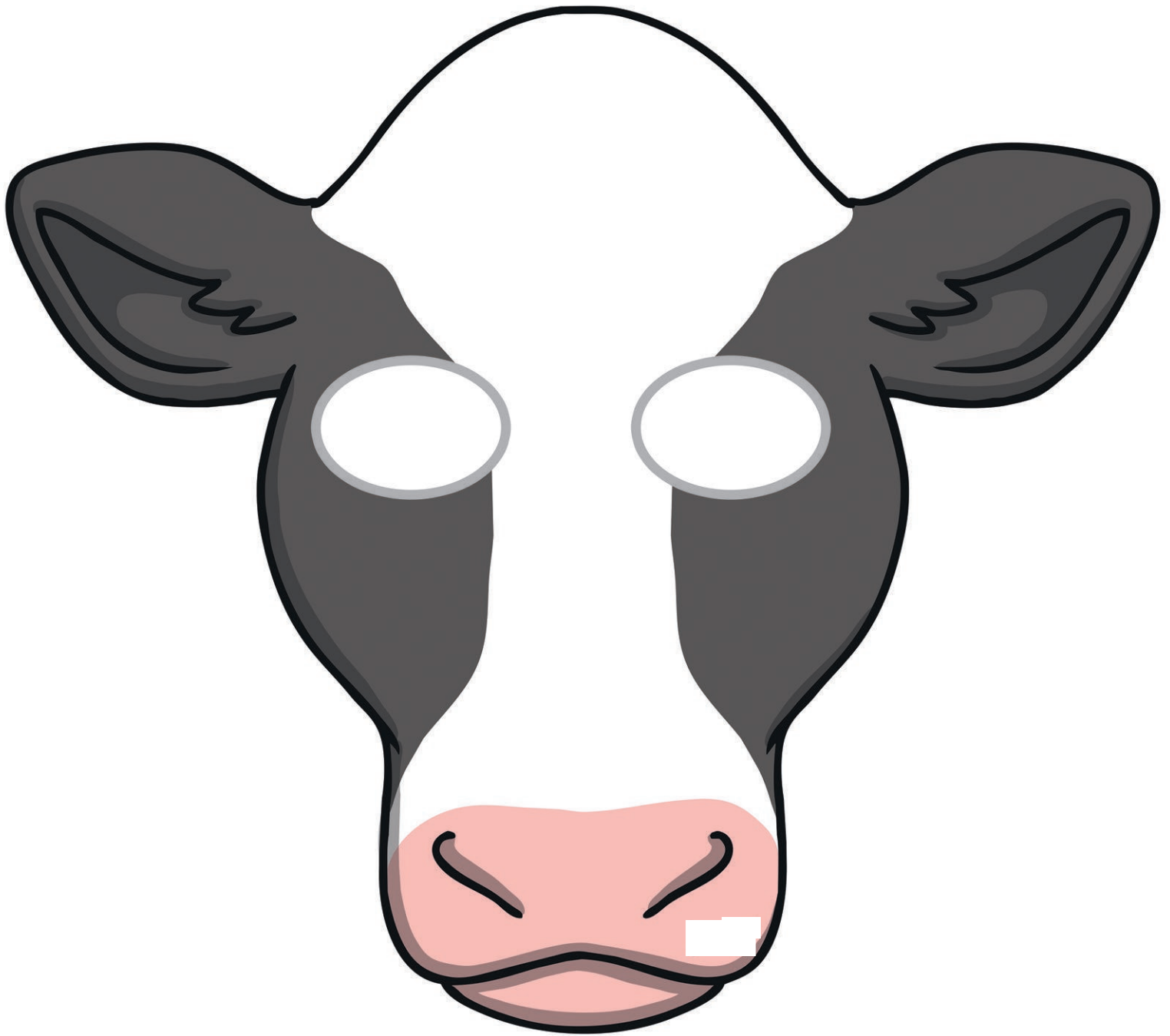
duck (quack)

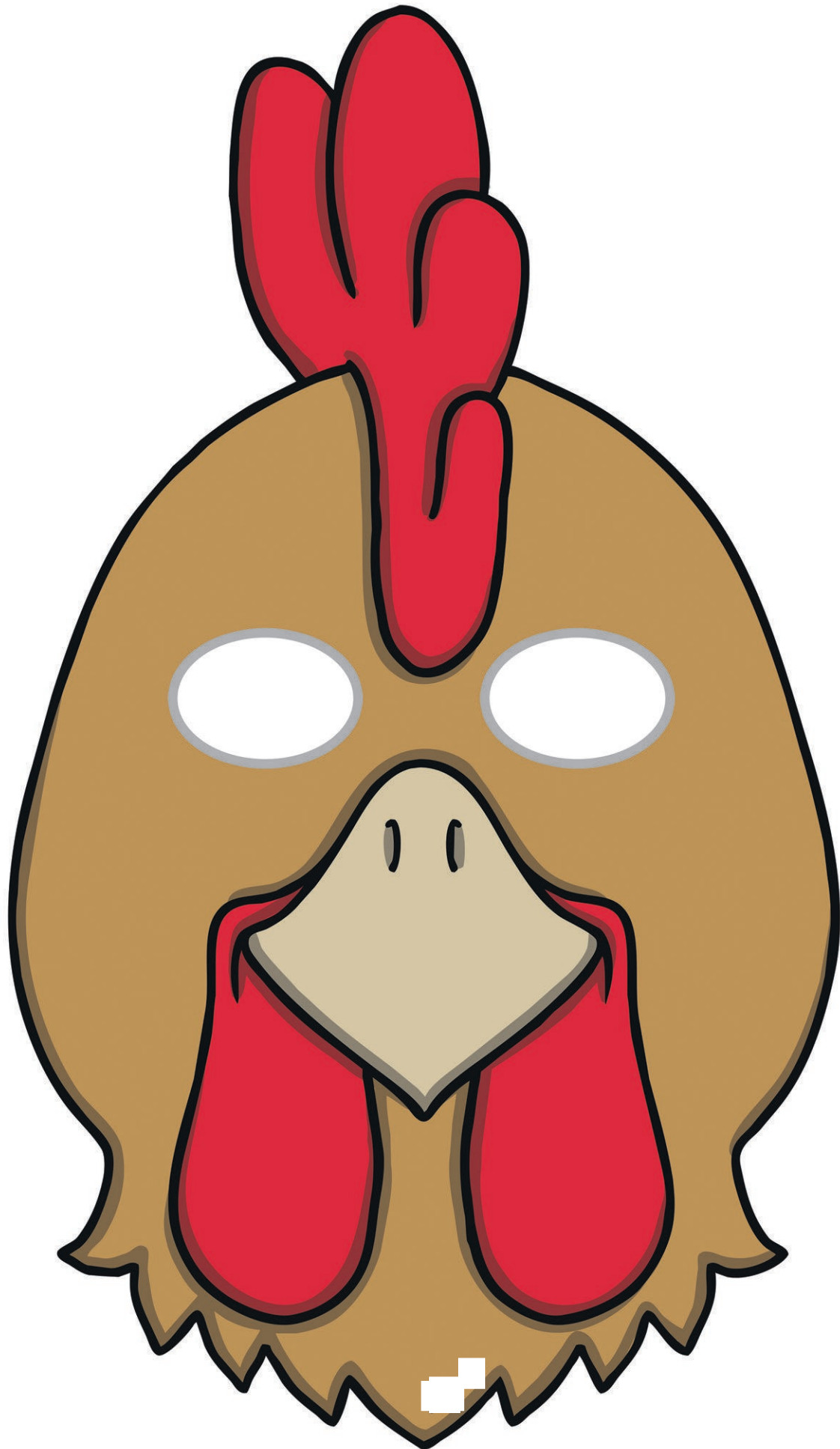
horse (neigh)

Old MacDonald had a farm, EE-I-EE-I-O.









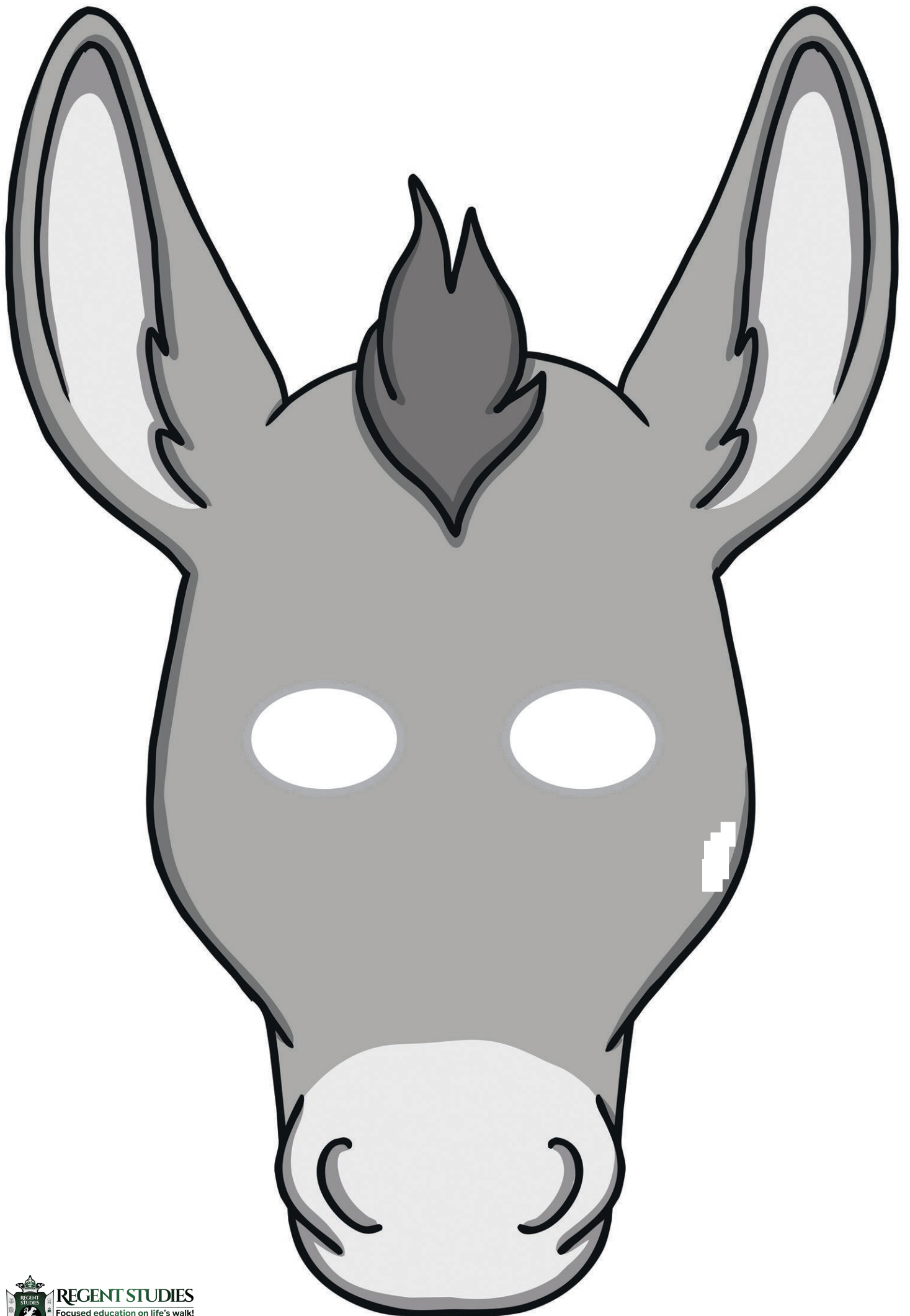


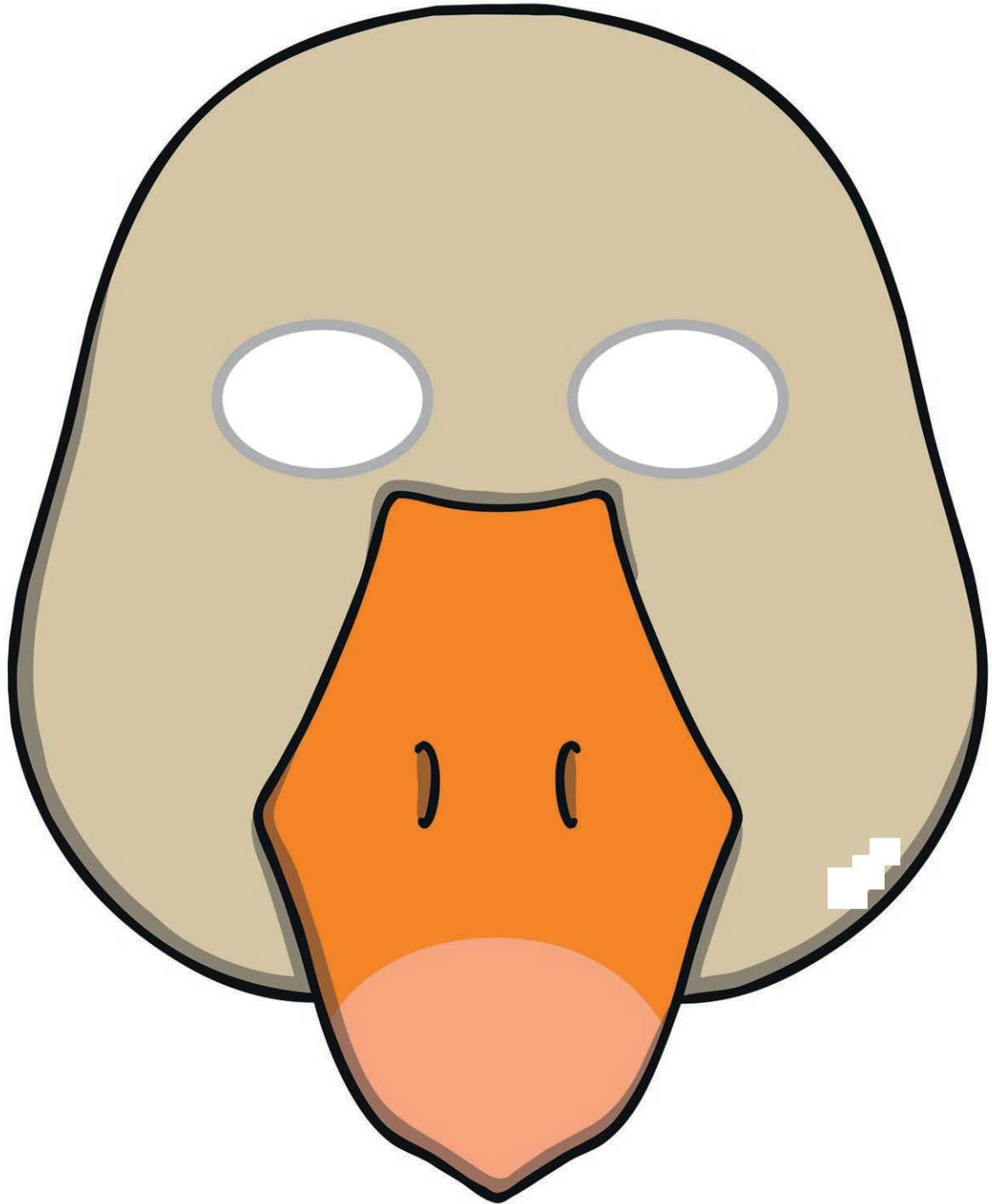




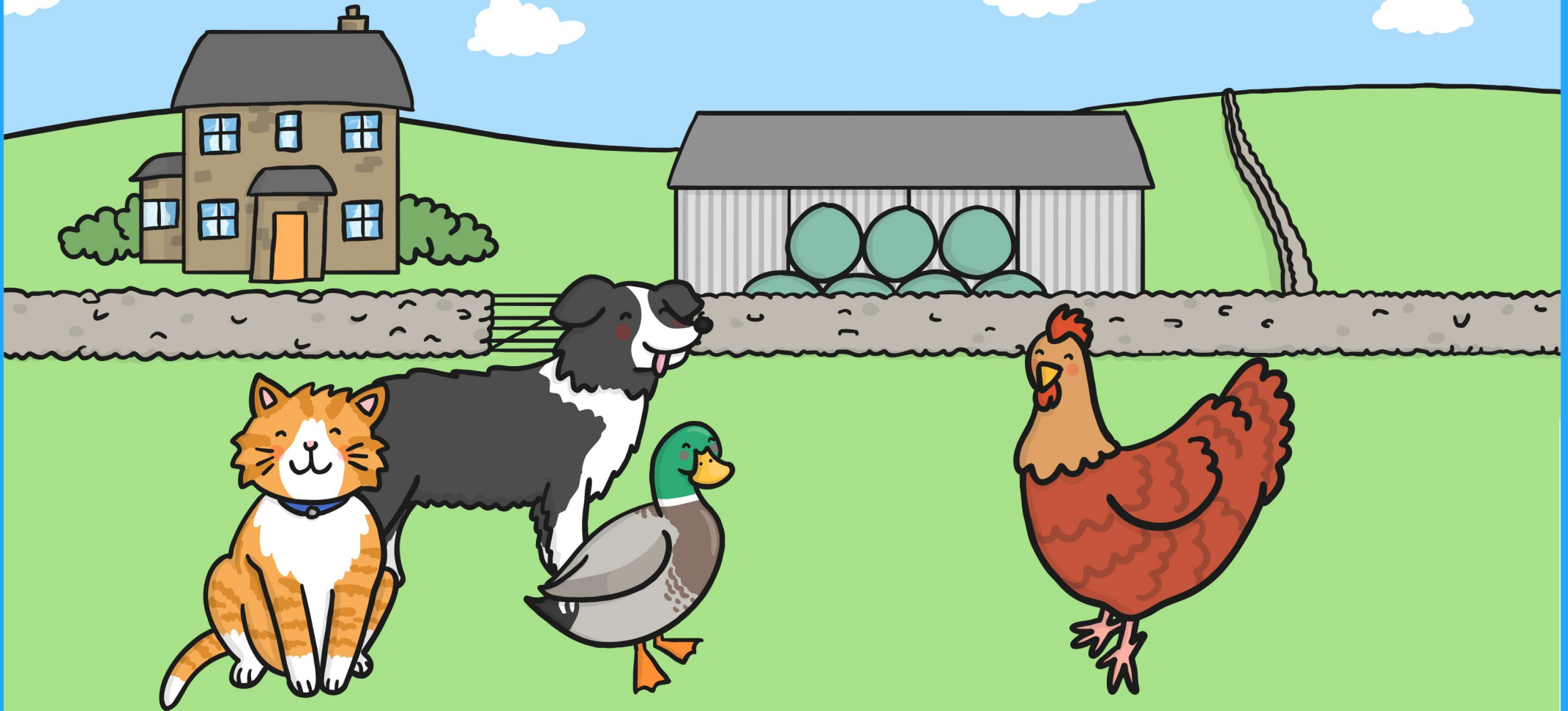




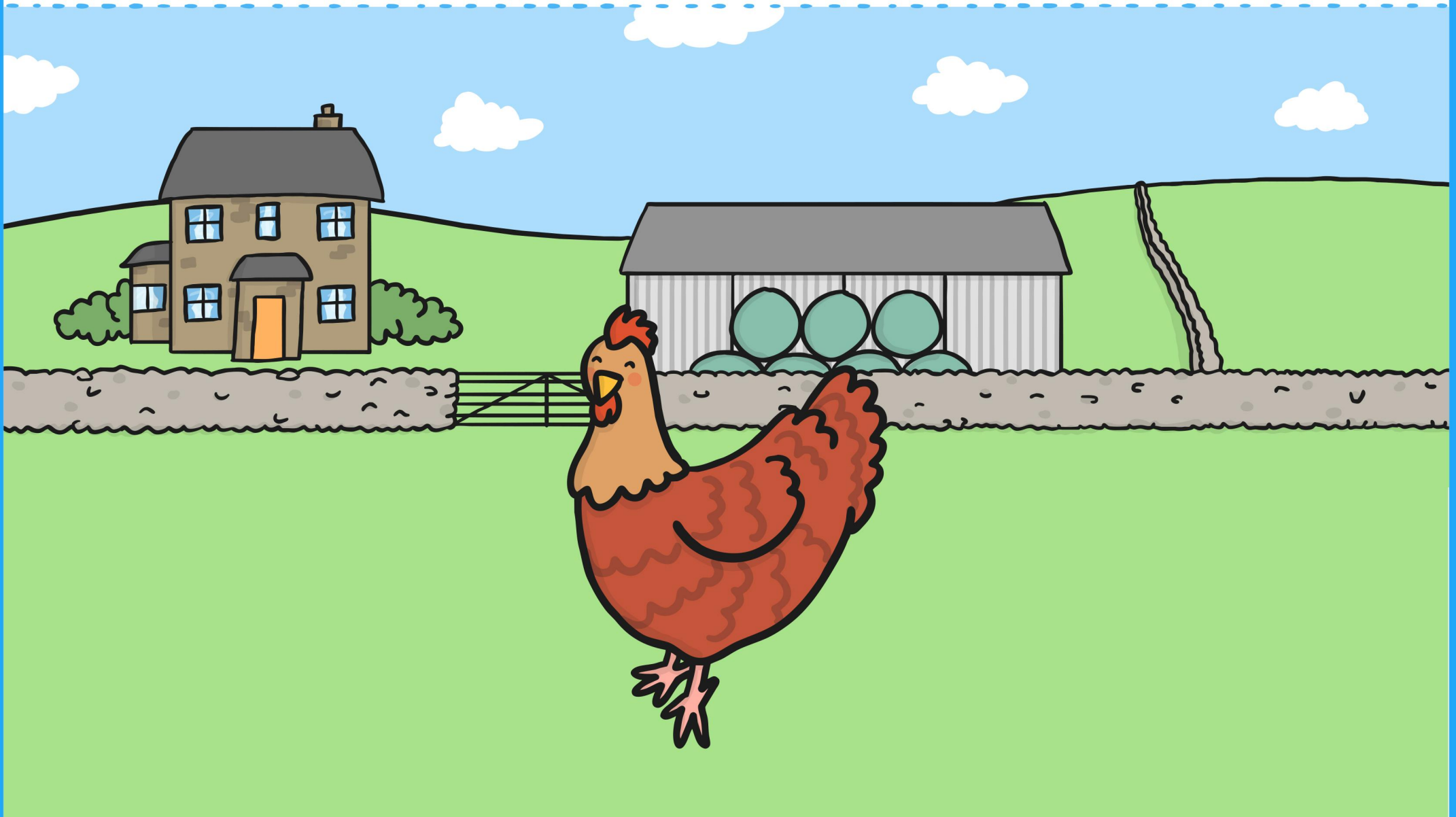




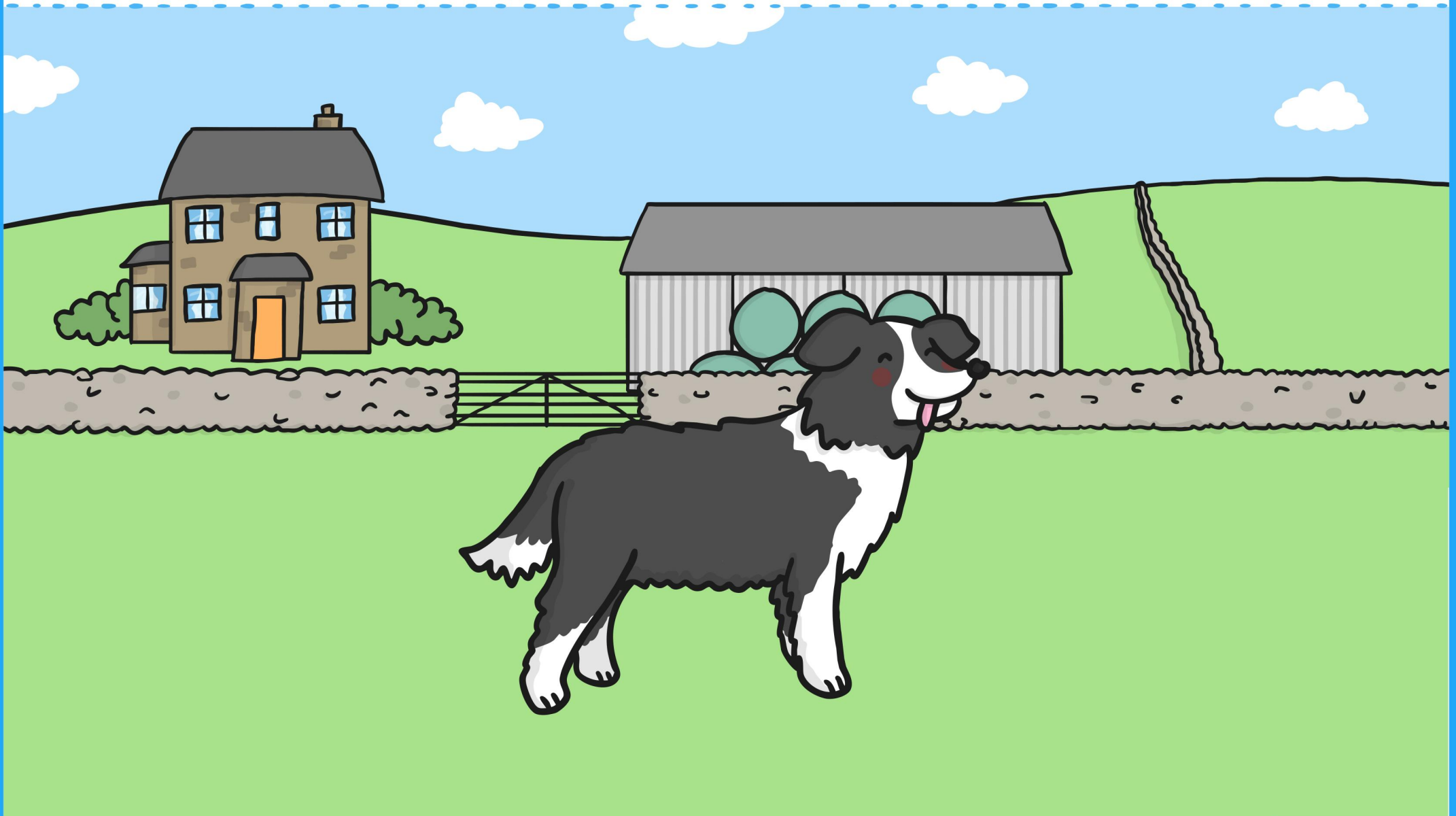
# The Little Red Hen



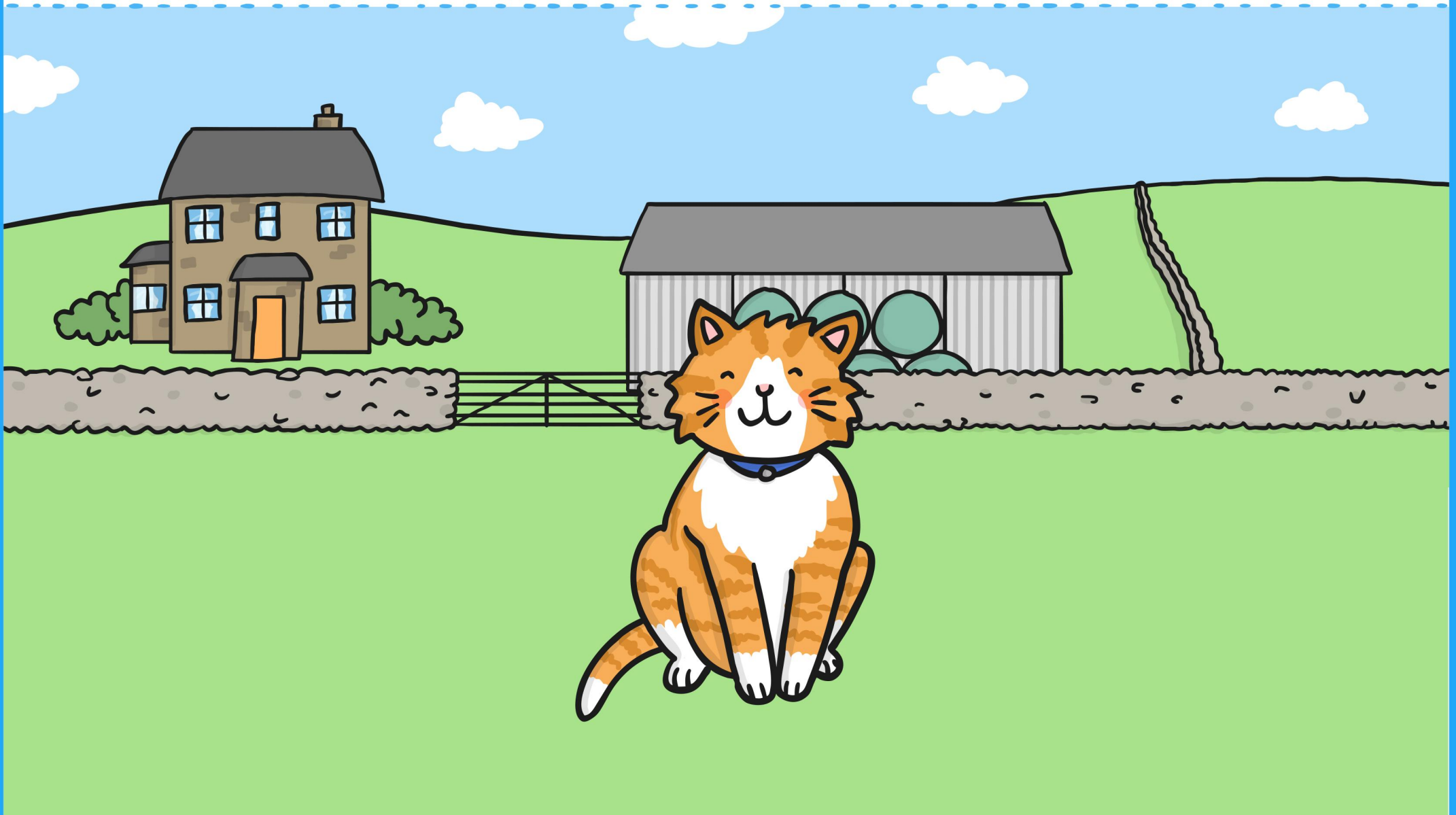
Once upon a time, there was a Little Red Hen. The Little Red Hen lived on a farm and was friends with...



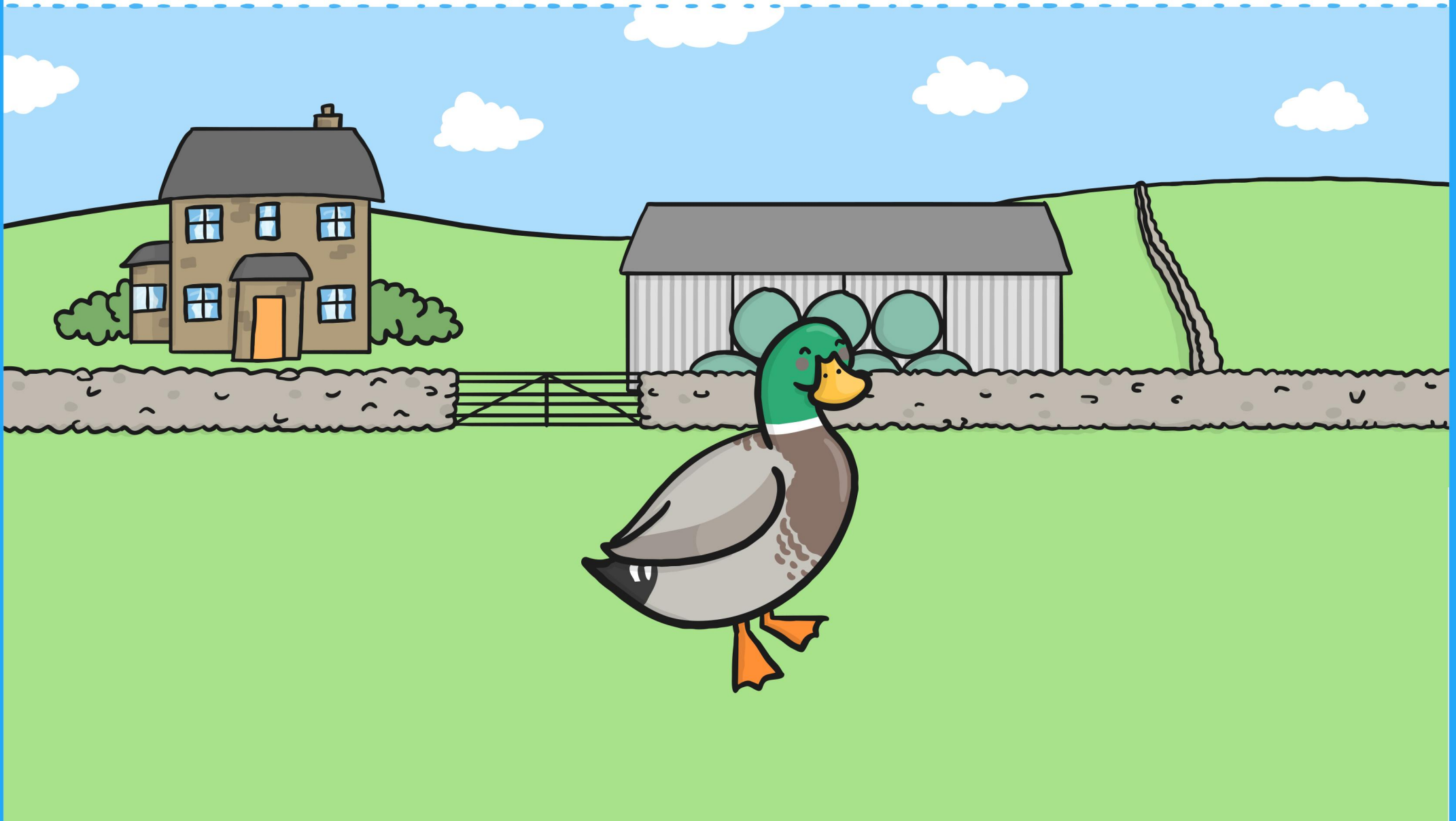
... a lazy dog,



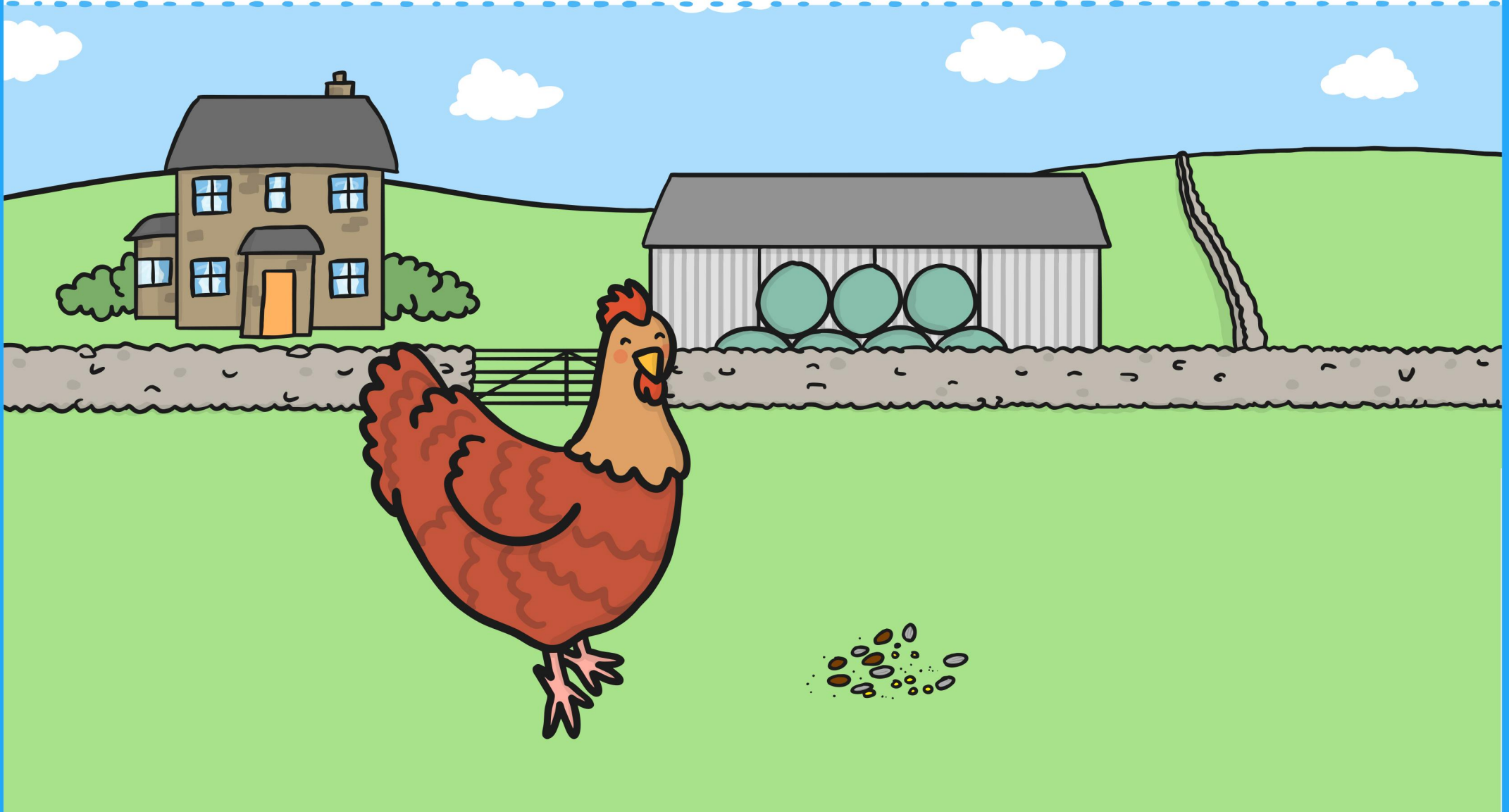
... a sleepy cat,



and a noisy duck.

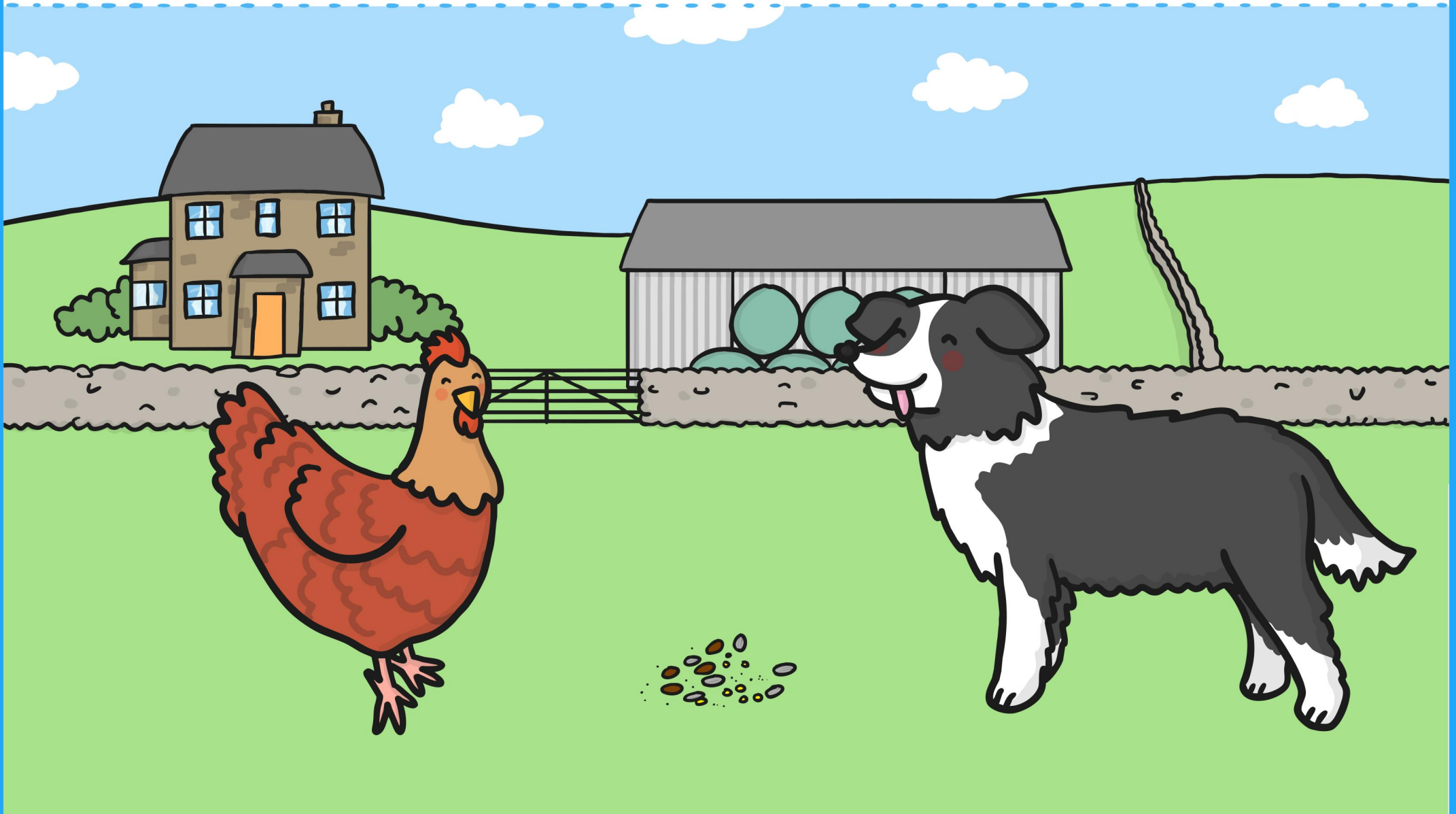


One day, the Little Red Hen found some grains of wheat on the ground. “Who will help me plant these grains of wheat?” the Little Red Hen asked.

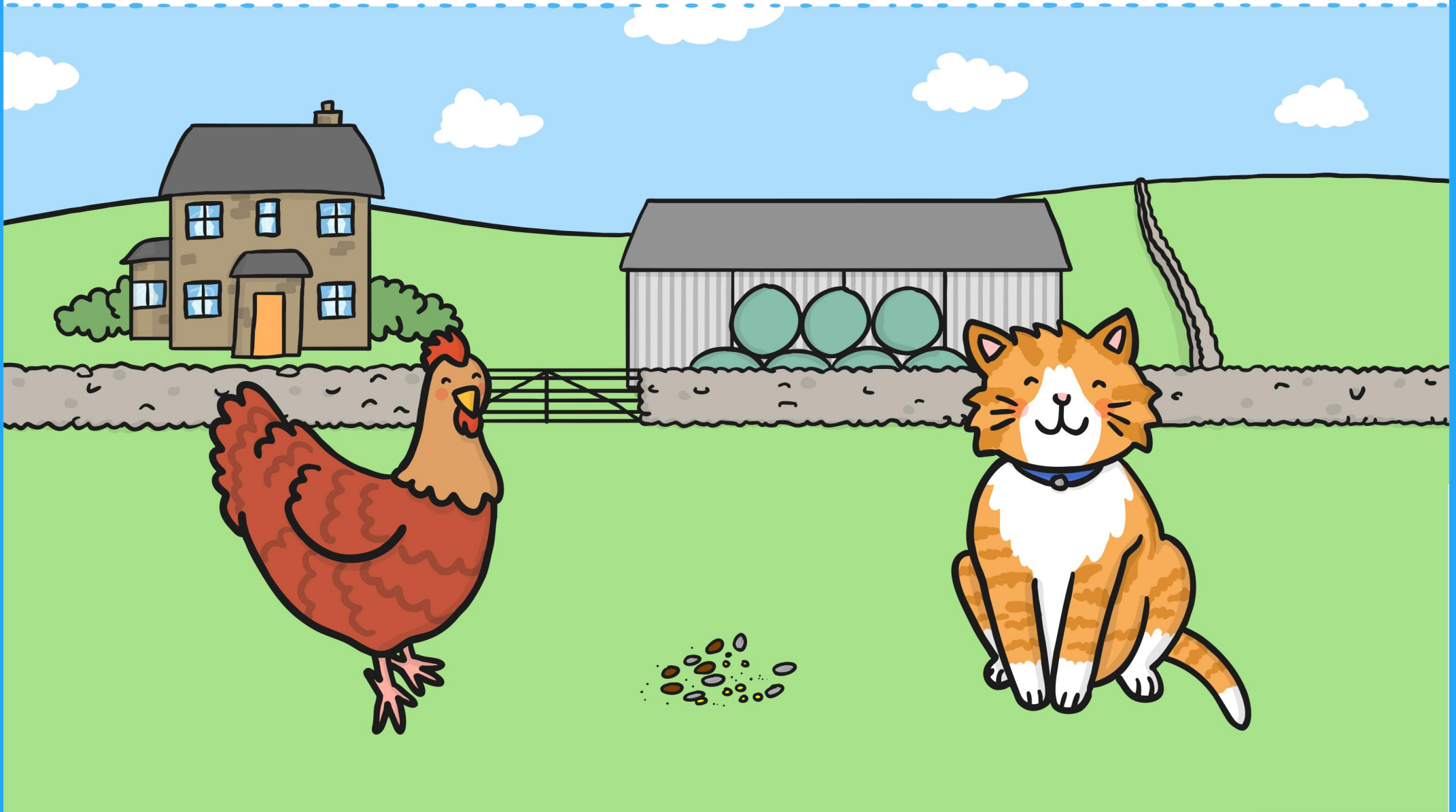




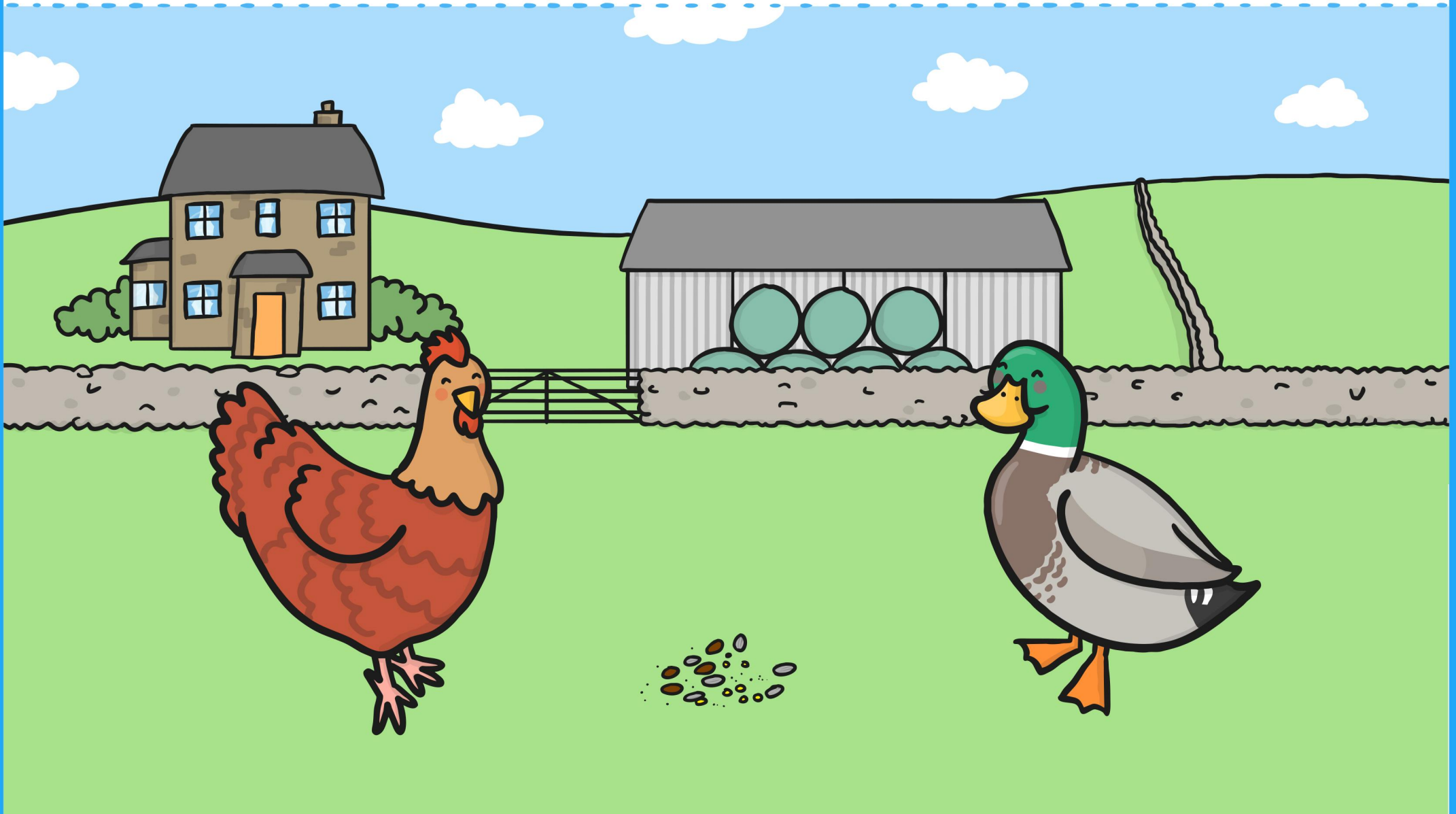
“Not I,” barked the lazy dog.



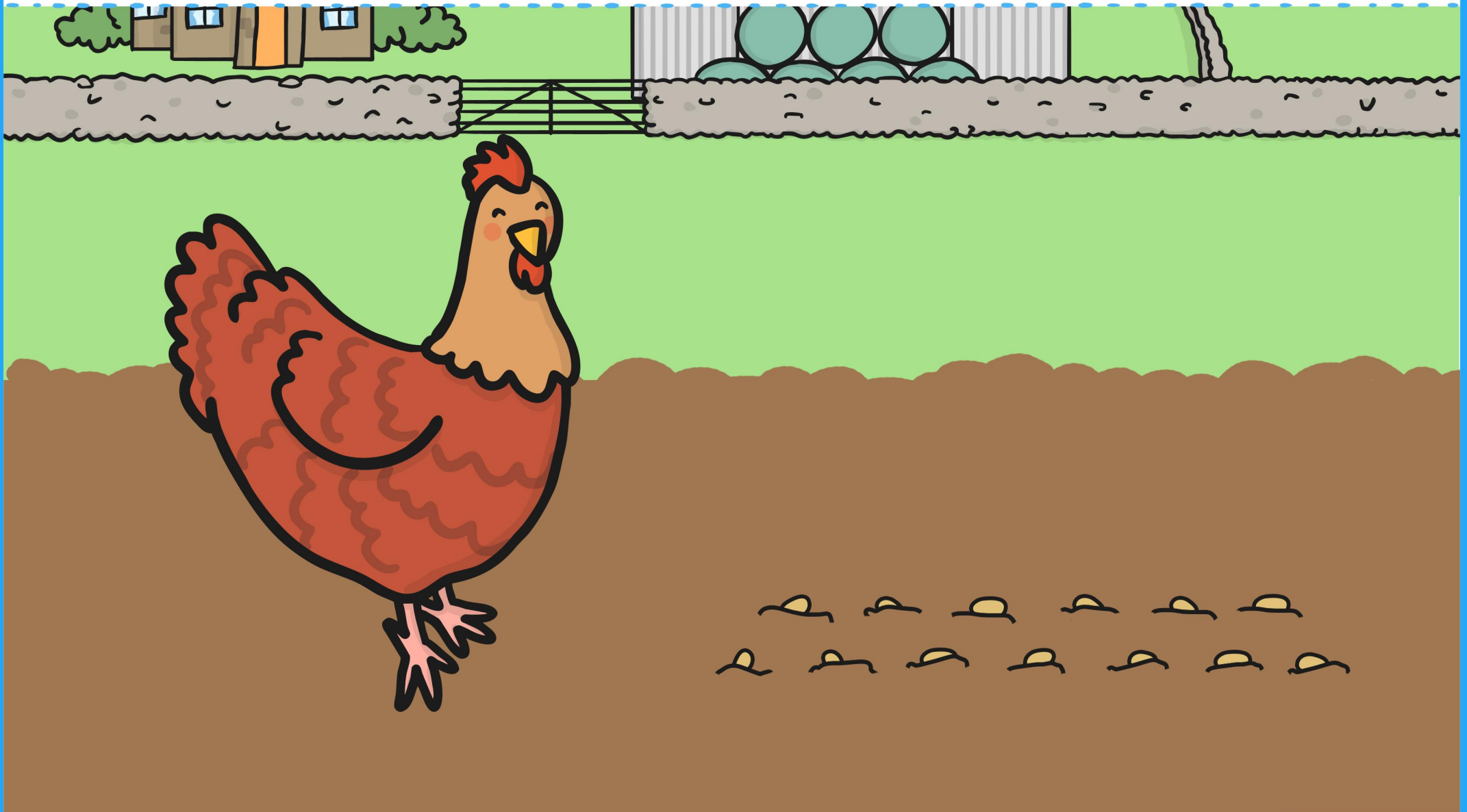
“Not I,” purred the sleepy cat.



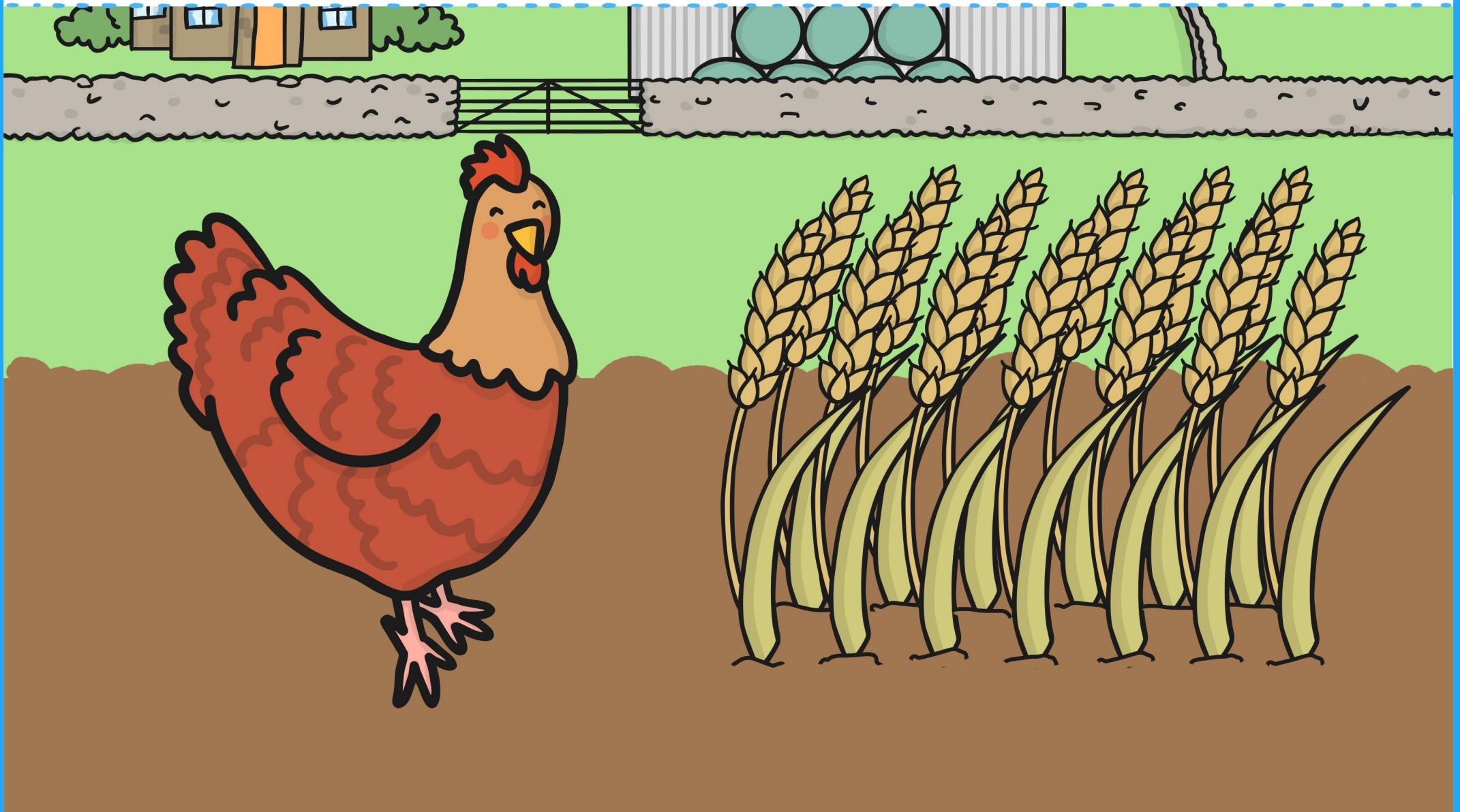
“Not I,” quacked the noisy duck.



“Then I will,” said the Little Red Hen. So the Little Red Hen planted the grains all by herself.



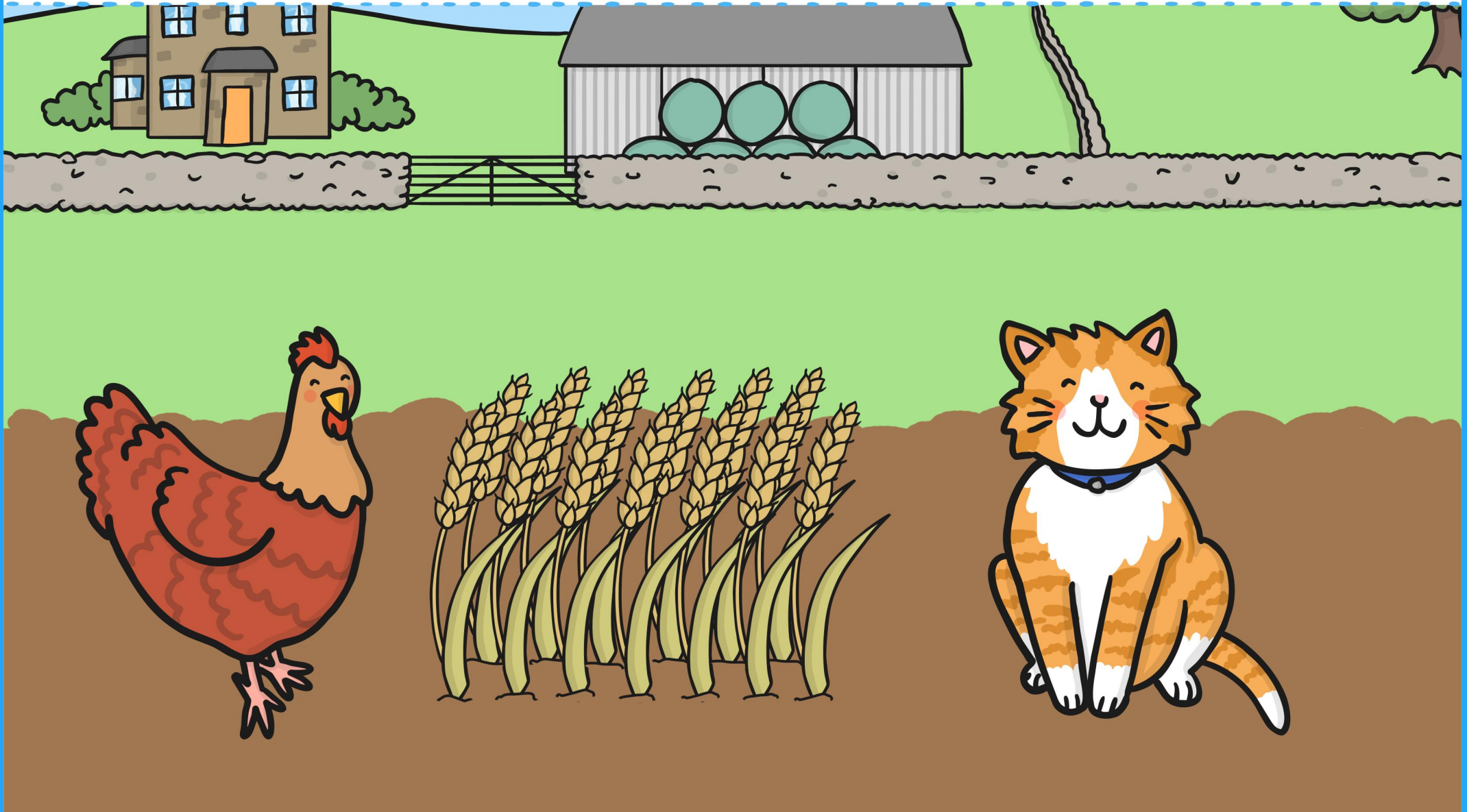
When the wheat had grown, the Little Red Hen asked her friends, “Who will help me cut the wheat?”



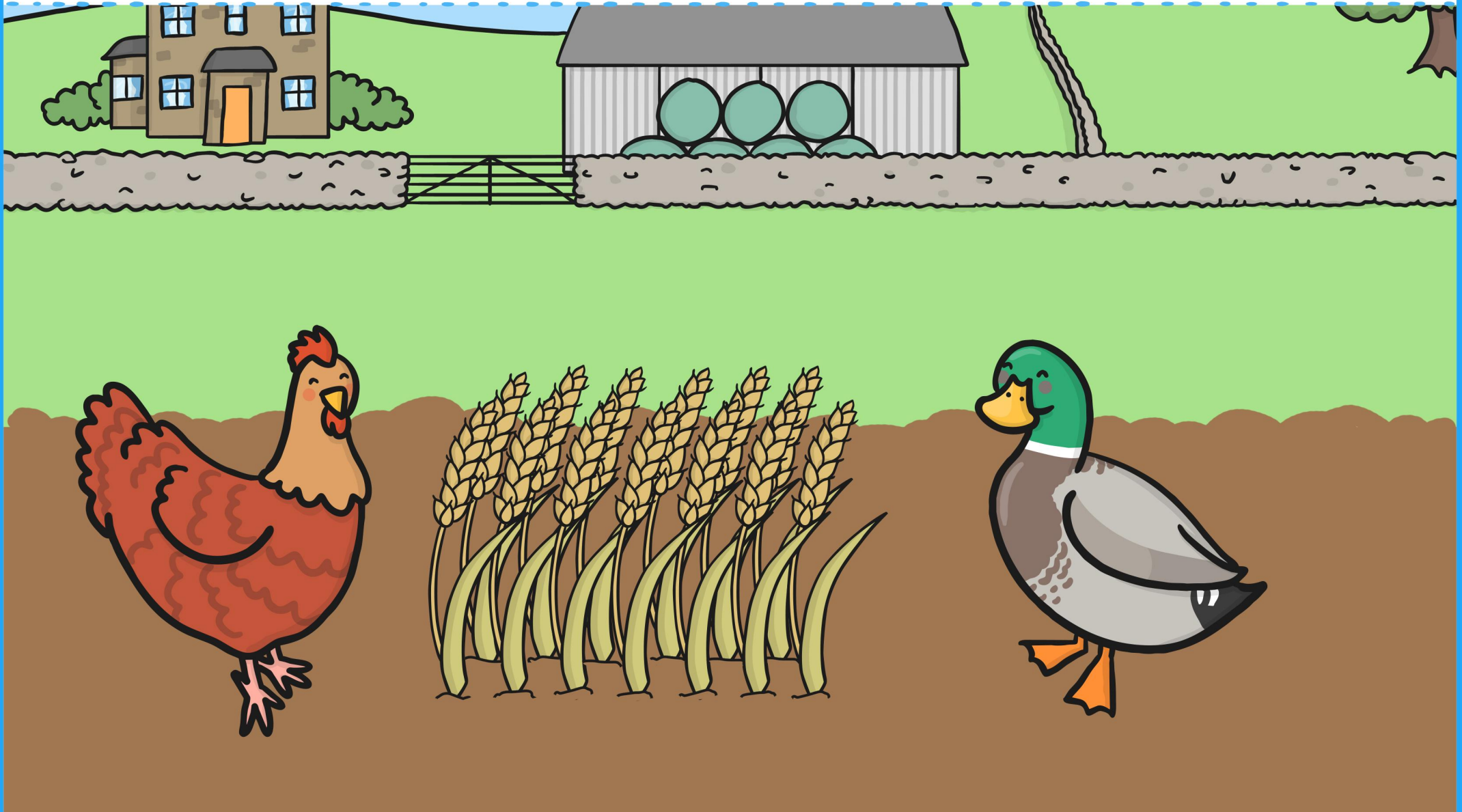
“Not I,” barked the lazy dog.



“Not I,” purred the sleepy cat.

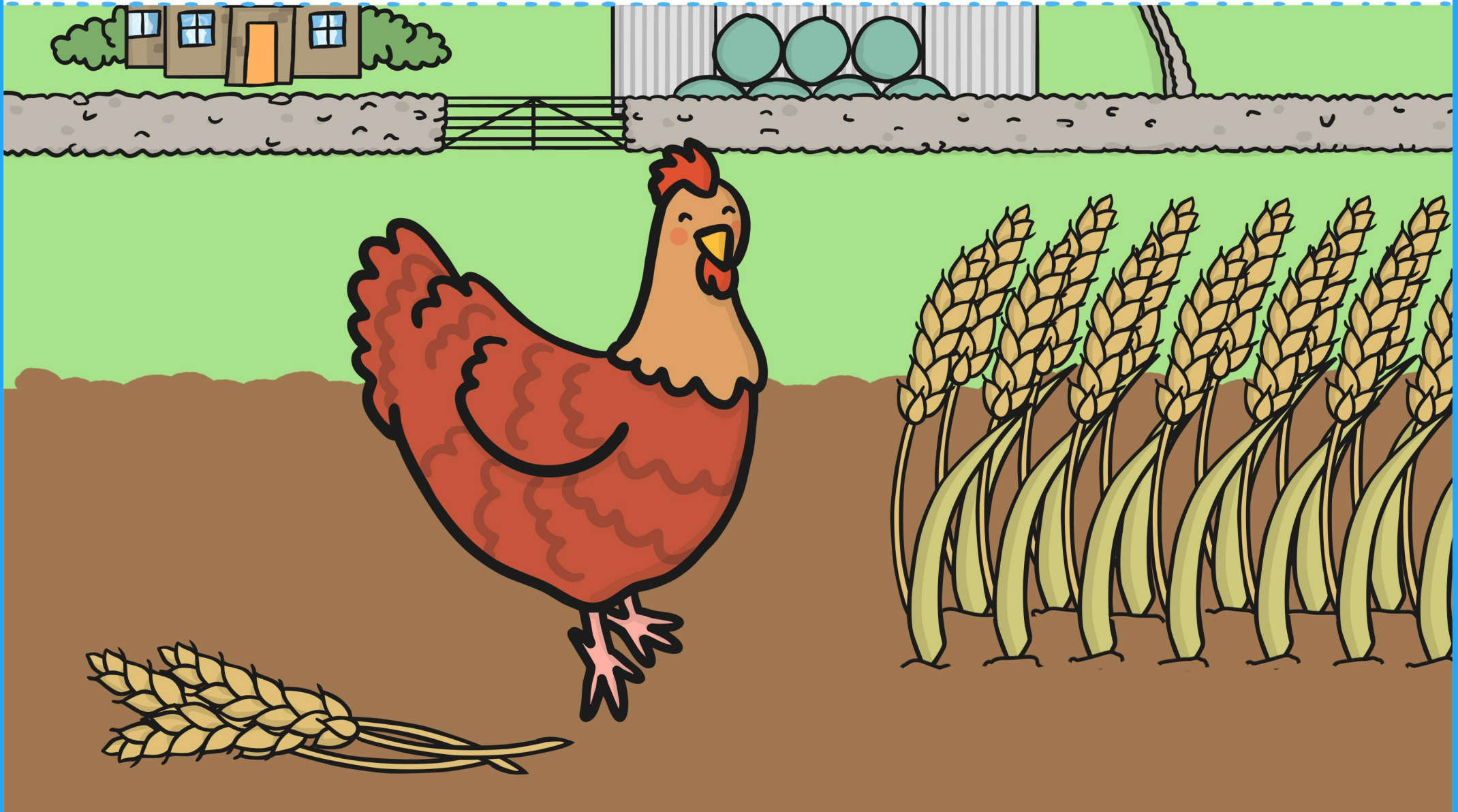


“Not I,” quacked the noisy duck.

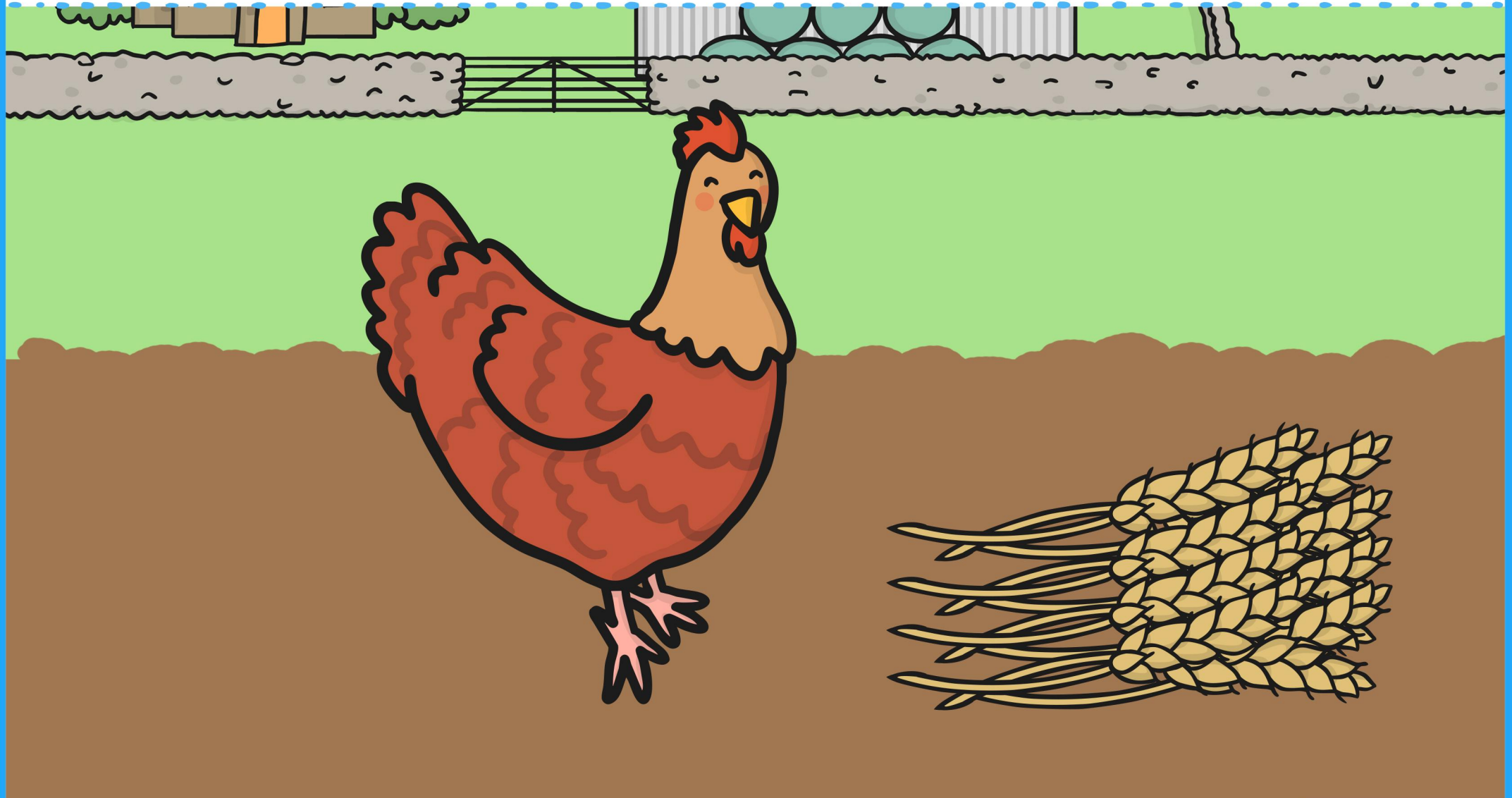




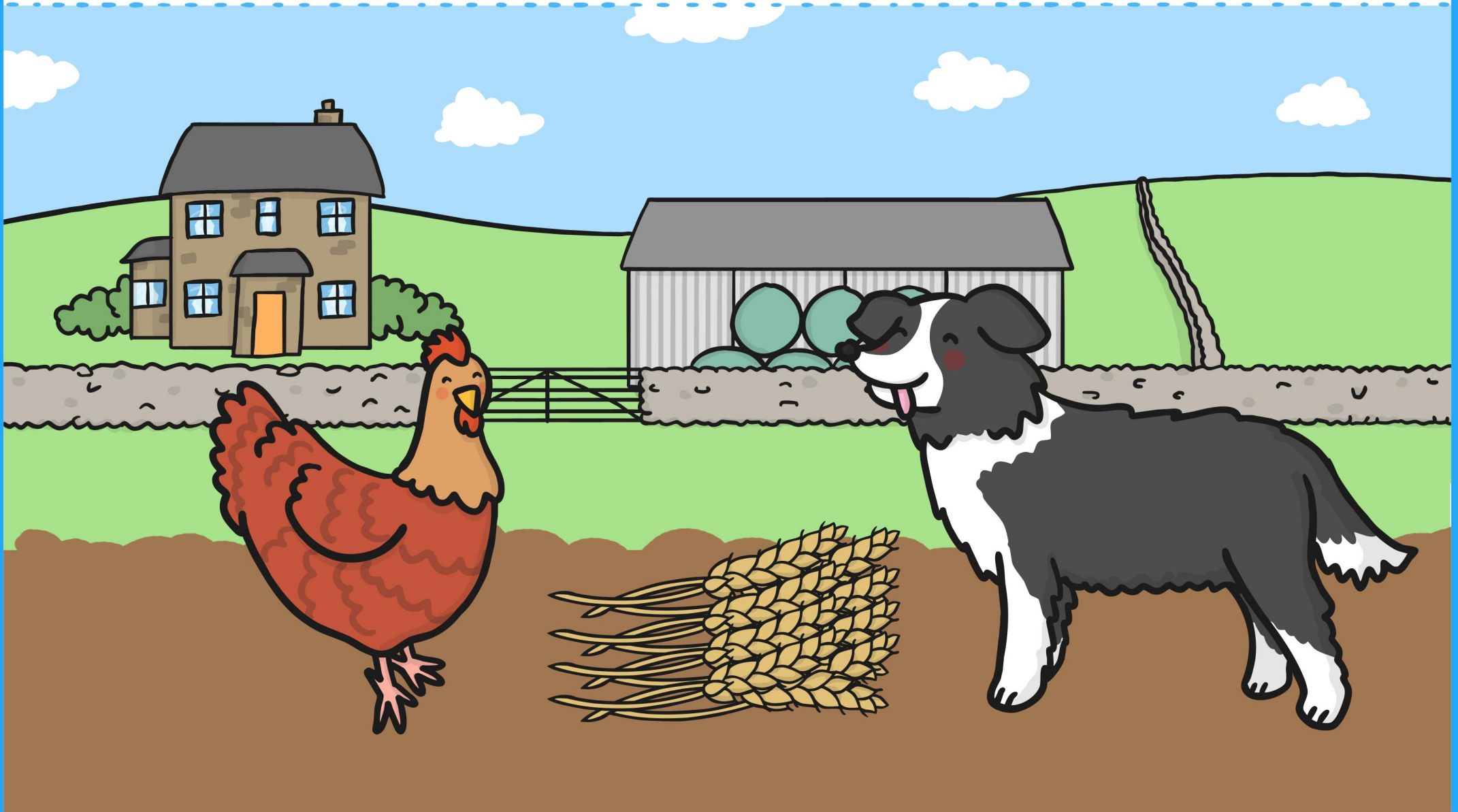
“Then I will,” said the Little Red Hen. So the Little Red Hen cut the wheat all by herself.



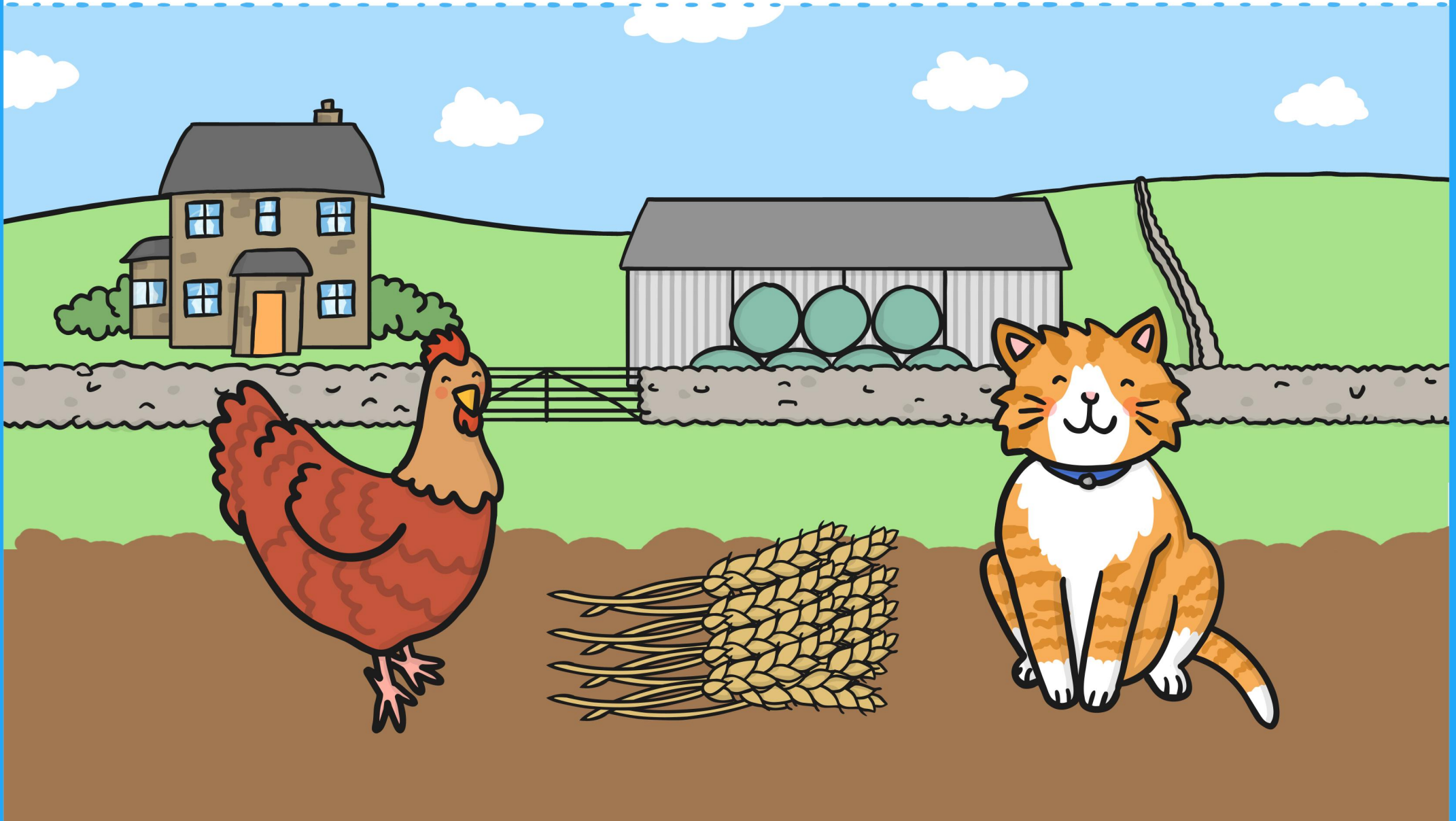
When all the wheat was cut, the Little Red Hen asked, “Who will help me take the wheat to the mill, to be made into flour?”



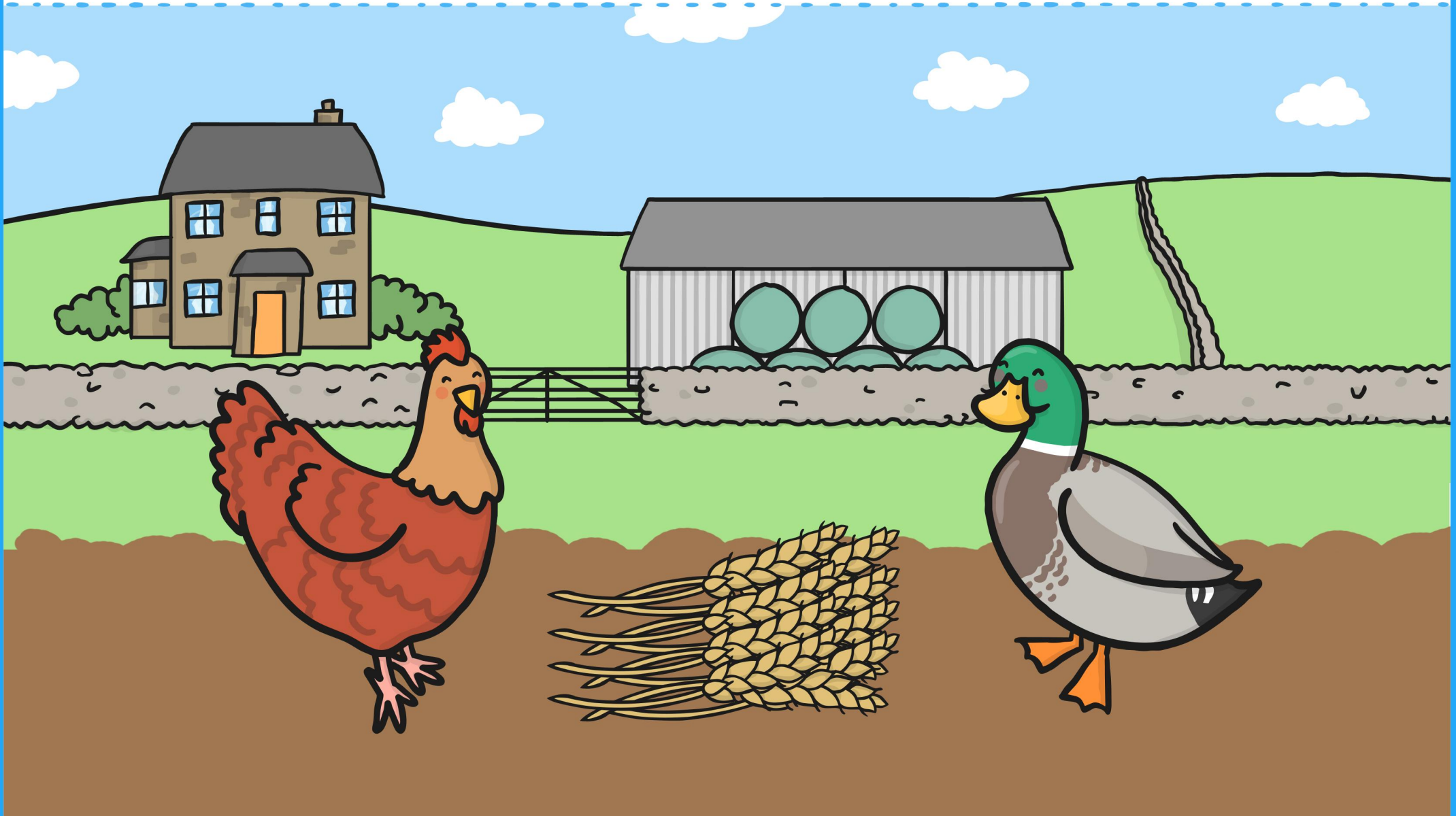
“Not I,” barked the lazy dog.



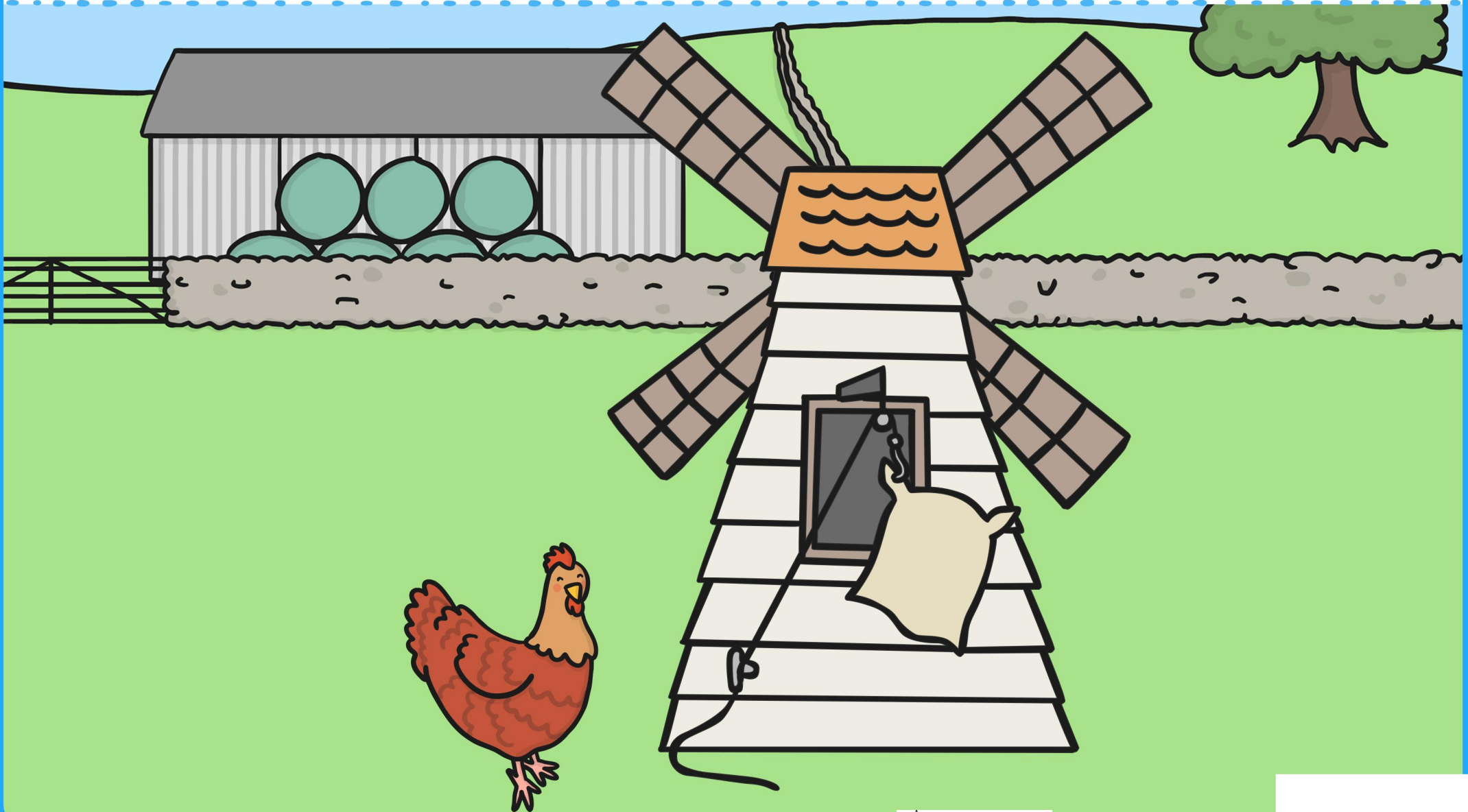
“Not I,” purred the sleepy cat.



“Not I,” quacked the noisy duck.



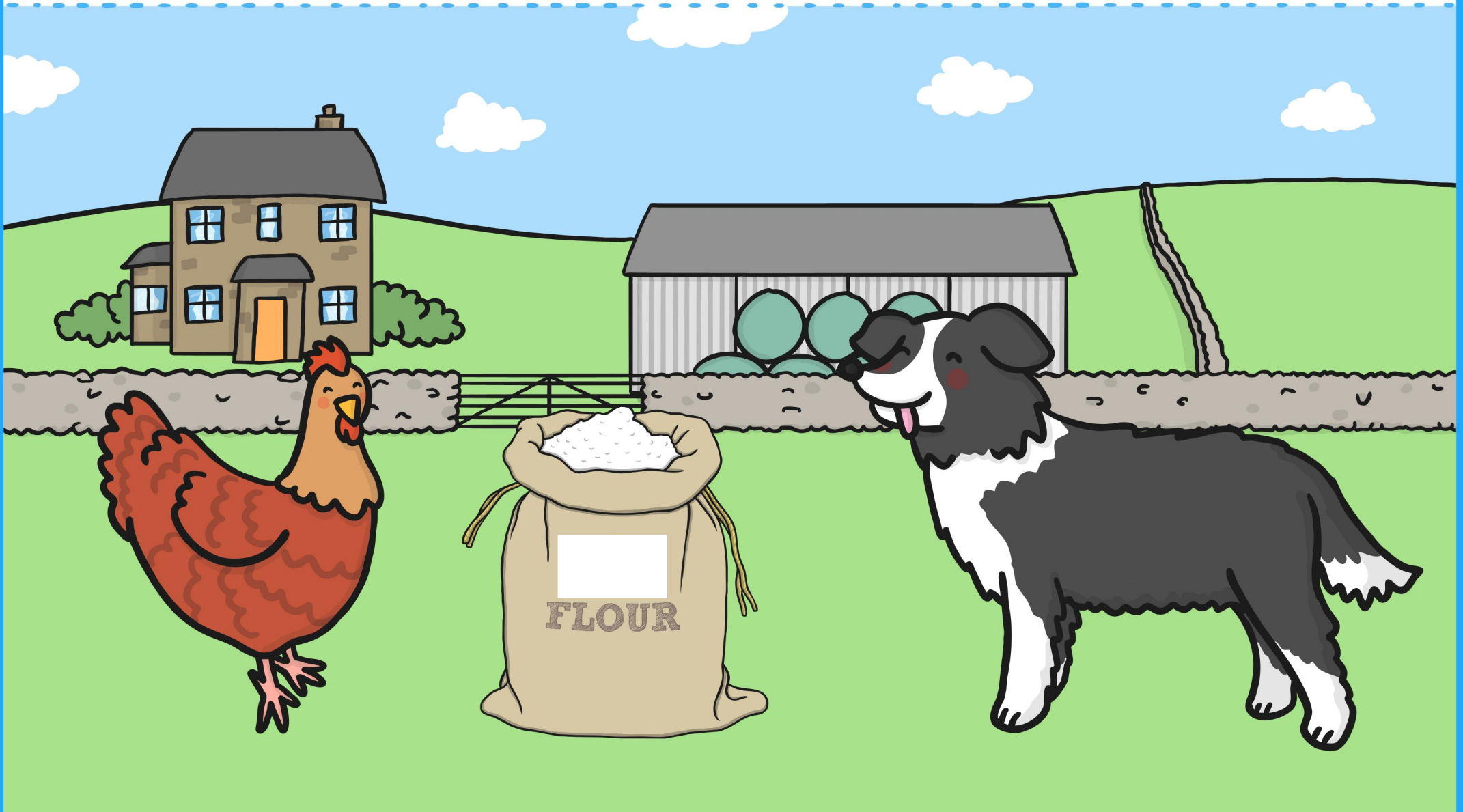
“Then I will,” said the Little Red Hen. So the Little Red Hen took the wheat to the mill, ground the wheat into flour and carried it back to the farm all by herself.



By now, the Little Red Hen was tired. "Who will help me bake the bread?" asked Little Red Hen.

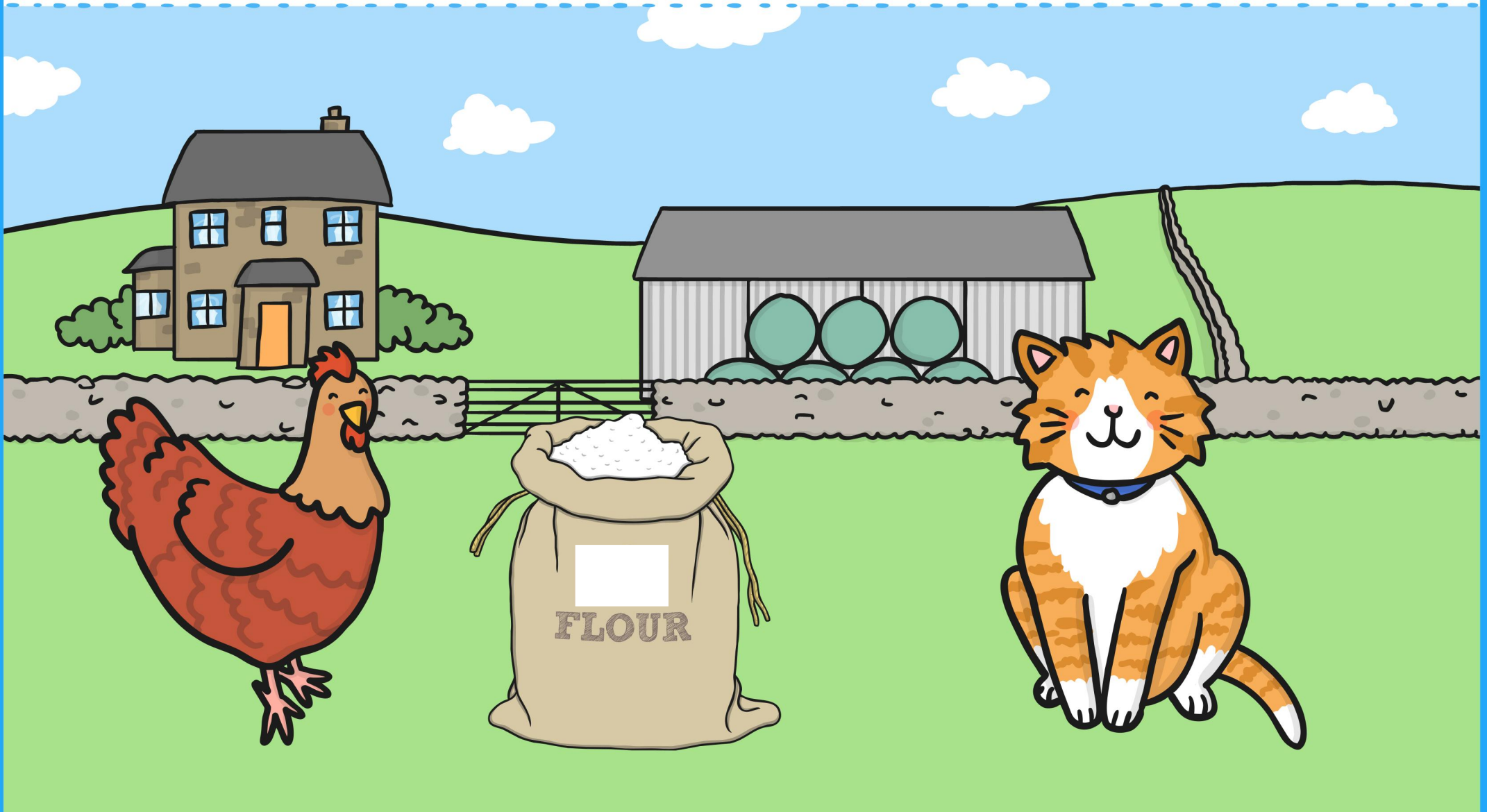


“Not I,” barked the lazy dog.

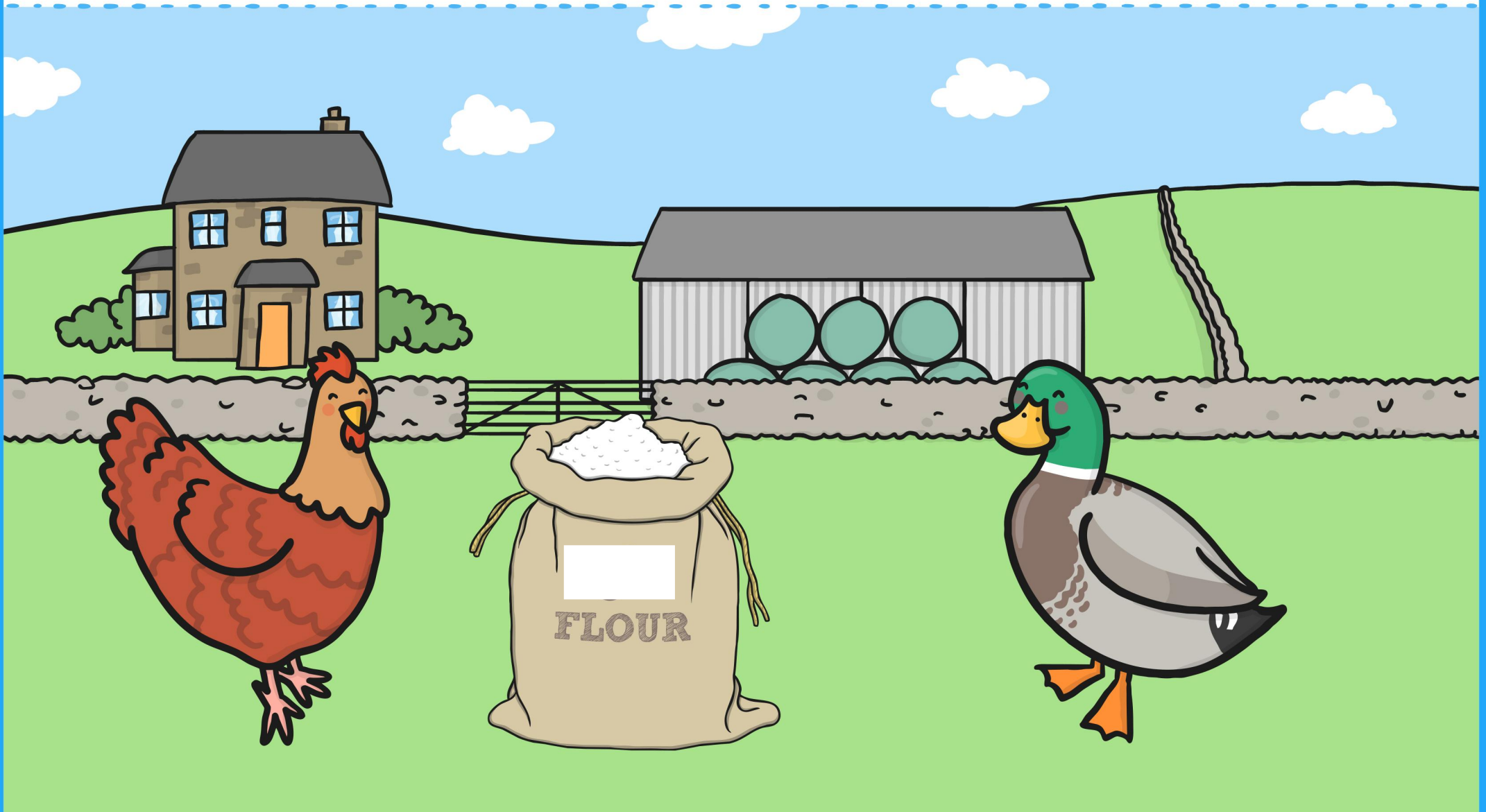




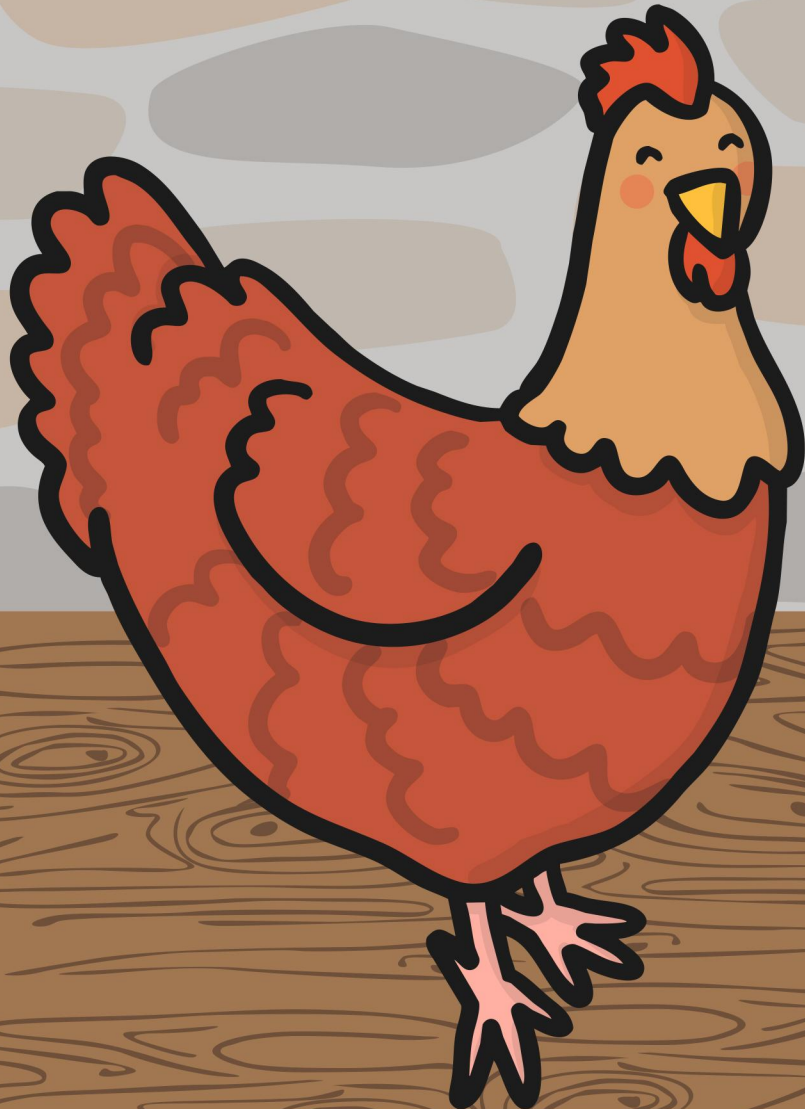
“Not I,” purred the sleepy cat.



“Not I,” quacked the noisy duck.



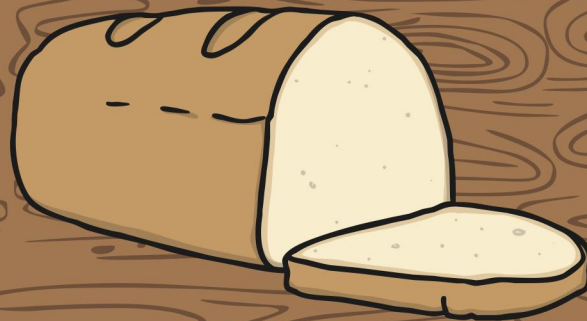
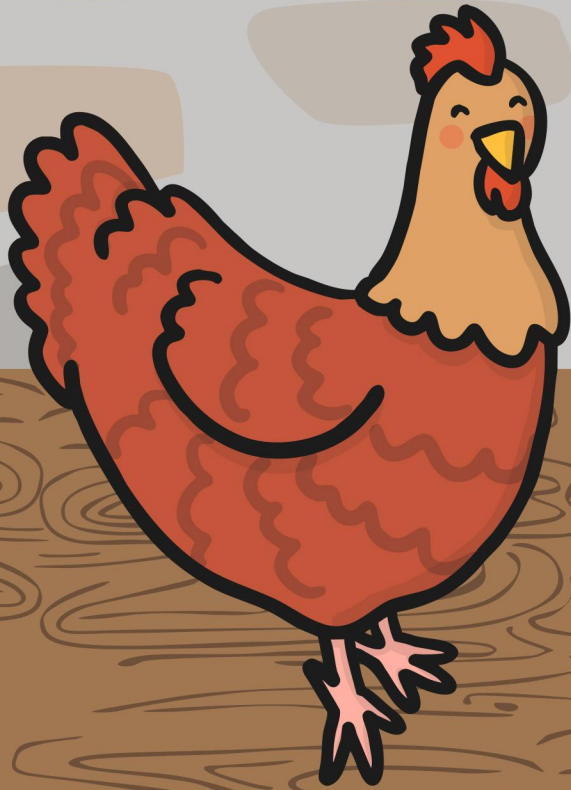
“Then I will,” said the Little Red Hen. So the Little Red Hen baked the bread all by herself. When the bread was finished, the Little Red Hen asked, “Who will help me eat the bread?”



“I will!” barked the lazy dog.



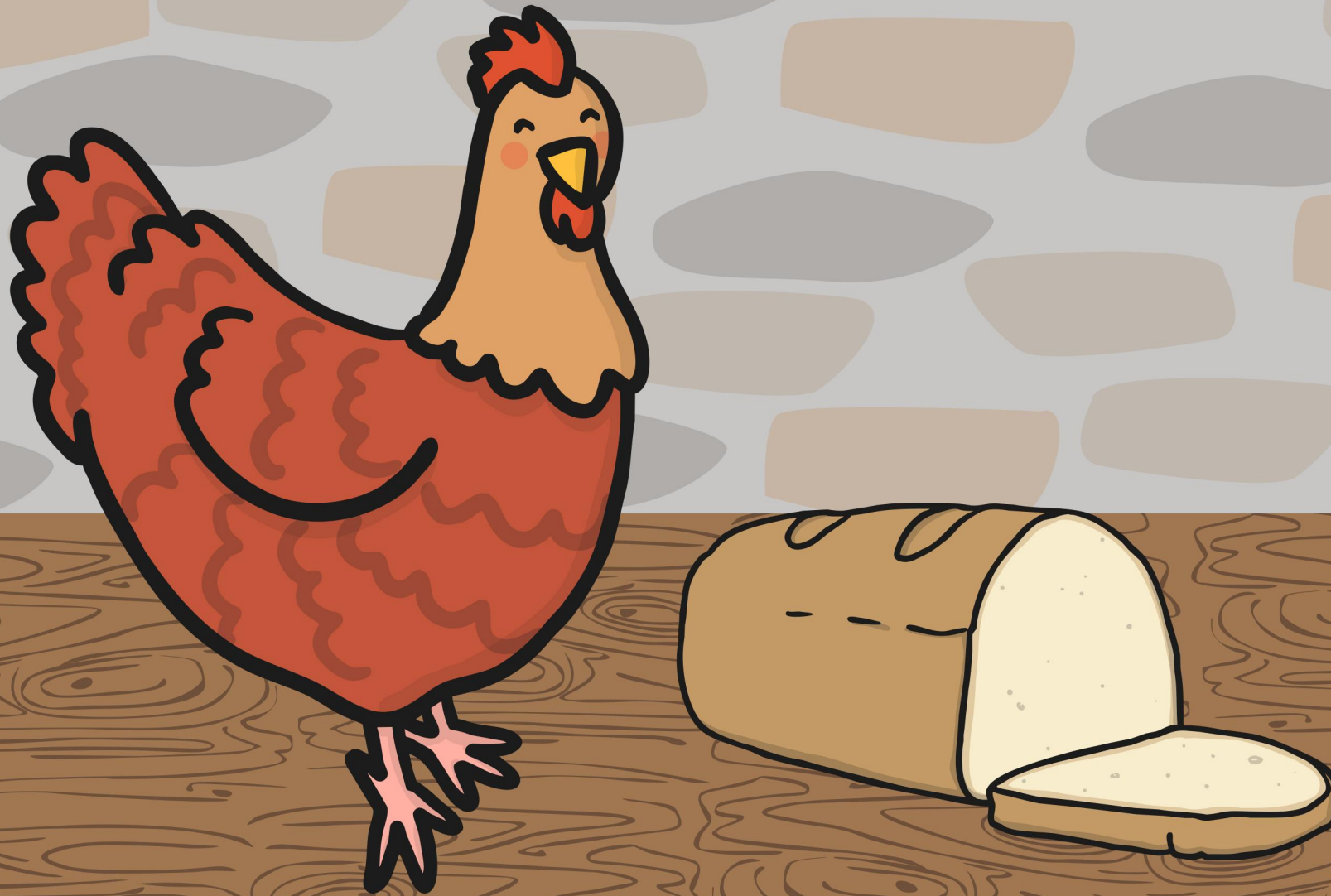
“I will!” purred the sleepy cat.



“I will!” quacked the noisy duck.



“No, I will!” said the Little Red Hen. So the Little Red Hen ate the bread all by herself.





# 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 E

**In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), talk about events in the story and link them to their own experiences.**

### Task

#### Activity 1 – Five Currant Buns

Use the [Five Currant Buns Rhyme Activity Sheet](#) and the [Five Currant Buns Cut-Outs](#) to sing and act out the rhyme. Talk about what happens in the rhyme. Ask the pupils if they have ever bought a cake from a shop or a bakery and discuss their experiences.

#### Activity 2 – Old MacDonald Had a Farm

Use the [Old MacDonald Had a Farm Nursery Rhyme Poster](#) and the [Old MacDonald Had a Farm Role Play Masks](#) to sing and act out the rhyme. Talk about the animals in the rhyme. Ask the pupils if they ever have seen any of these animals or visited a farm and discuss their experiences.

#### Activity 3 – The Little Red Hen

Read [The Little Red Hen Story](#). Talk about what happened in the story and whether any of the animals helped the Little Red Hen. Ask the pupils if they have ever been in a situation where others did not want to help them and discuss their experiences.



# Incy Wincy Spider

Incy Wincy Spider climbed up the  
water spout.

Down came the rain and washed  
poor Incy out.

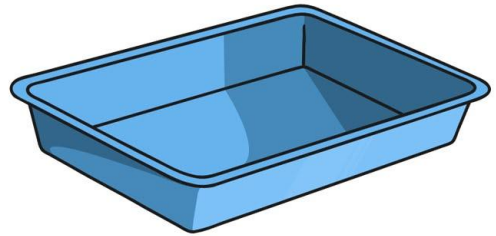
Out came the sun and dried up all  
the rain,

And Incy Wincy Spider climbed up  
the spout again.



# Sensory Bin Ideas- Incy Wincy Spider

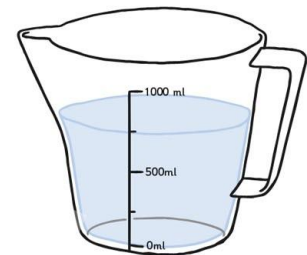
- A large tray.



- Plastic toy spiders.



- Water to fill the tray (optional to add blue food colouring / water beads).

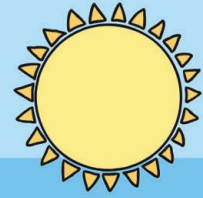


- Plastic tubes (made from drinks bottles with the ends cut off).





# Incy Wincy Spider Sensory Story Ideas



## Rhyme

## Suggested Resources / Activity

Incy Wincy Spider...



A toy spider can be used to represent Incy Wincy (or one made up using a pom-pom and pipe cleaners / playdough and pipe cleaners). This can be passed around the group for the children to feel.

Alternatively: Attach a length of elastic to the spider and this can be bounced up and down as appropriate throughout the rhyme. Support the children to follow the movements of the spider.

...water spout...



A cardboard tube or rolled up piece of cardboard can be used for the water spout. Incy Wincy can be made to climb up the water spout. It might be useful to attach Velcro to both the spider and the water spout.

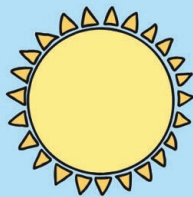
...down came  
the rain...



A water spray can be used to represent the rain. If appropriate gently spray the children with rain and support them to feel the spray. The spray can also be gently used on the spider and spout.

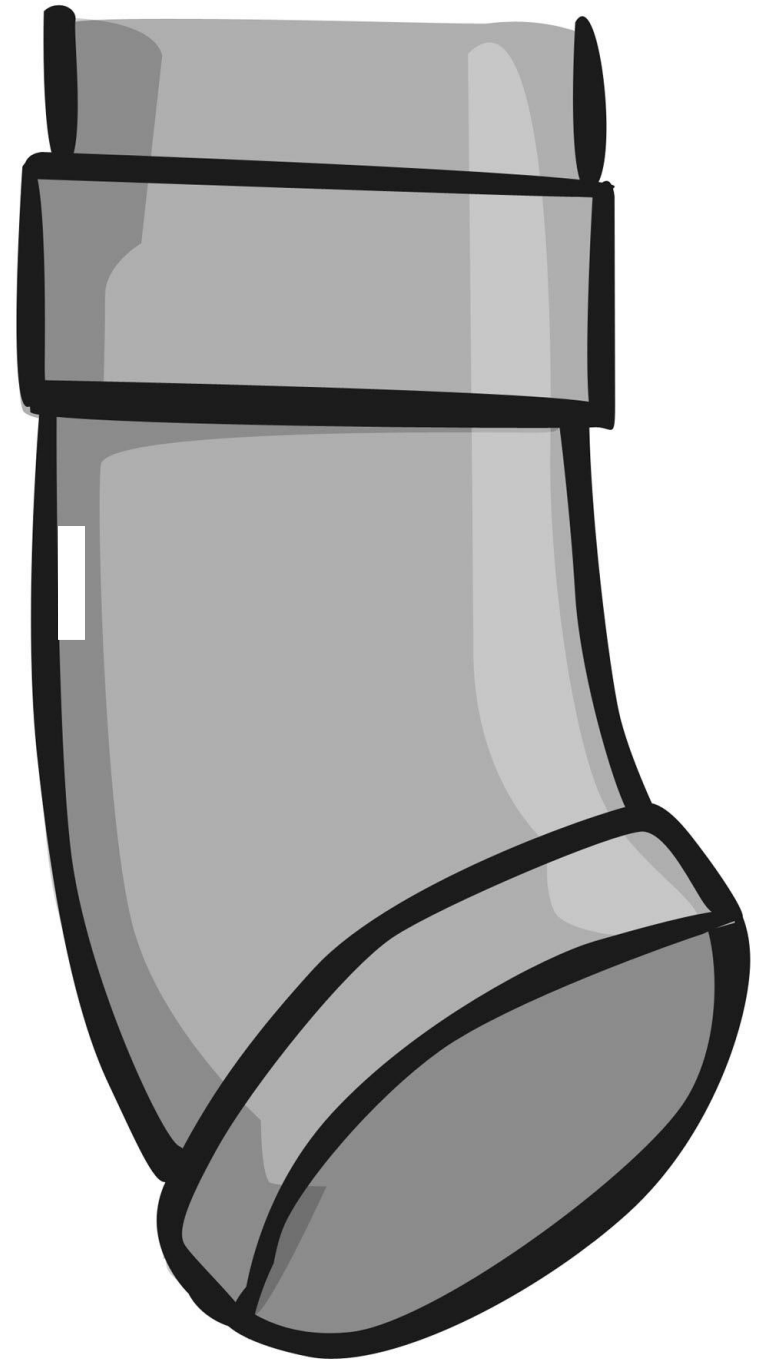
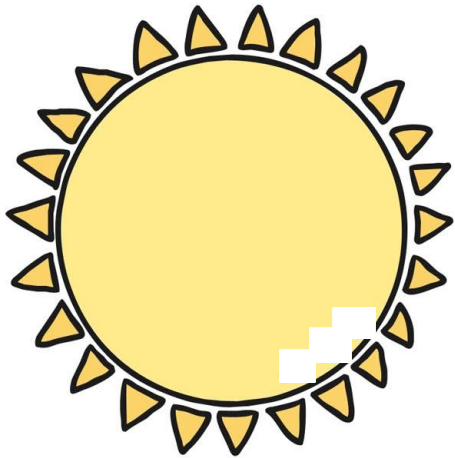
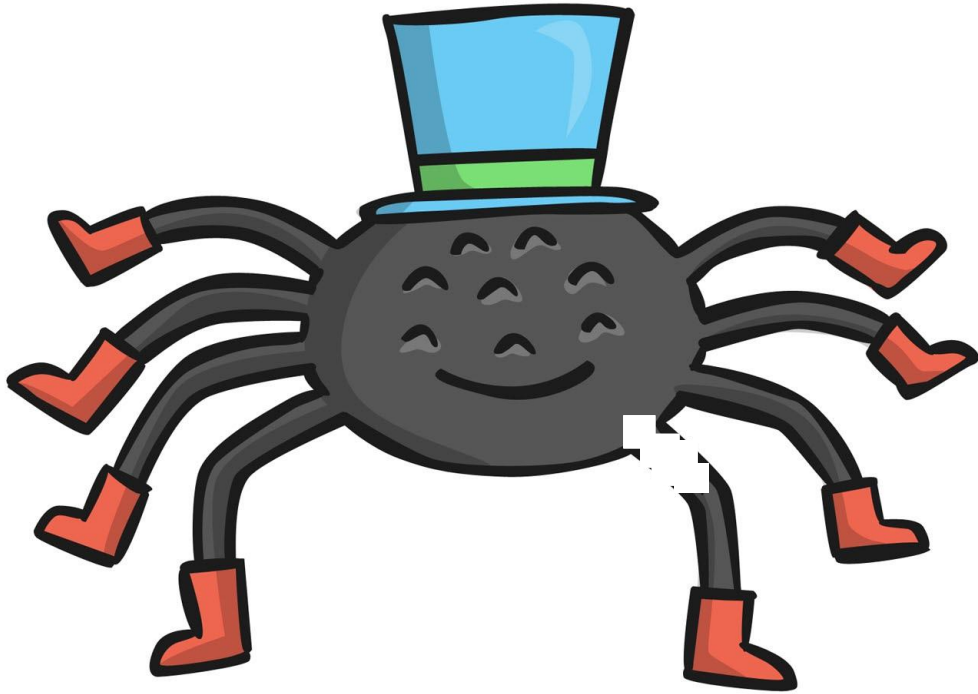
(The spider can be made to move down the spout again.)

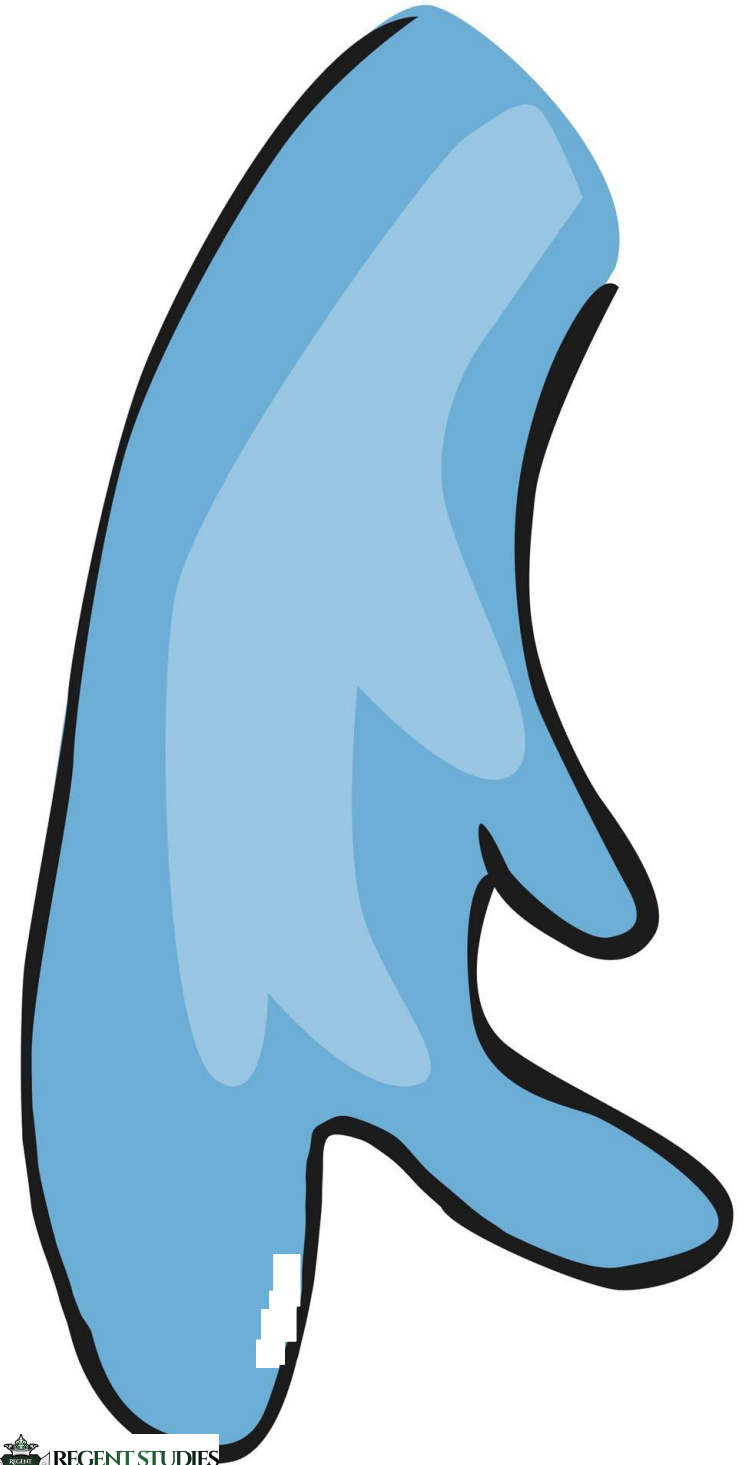
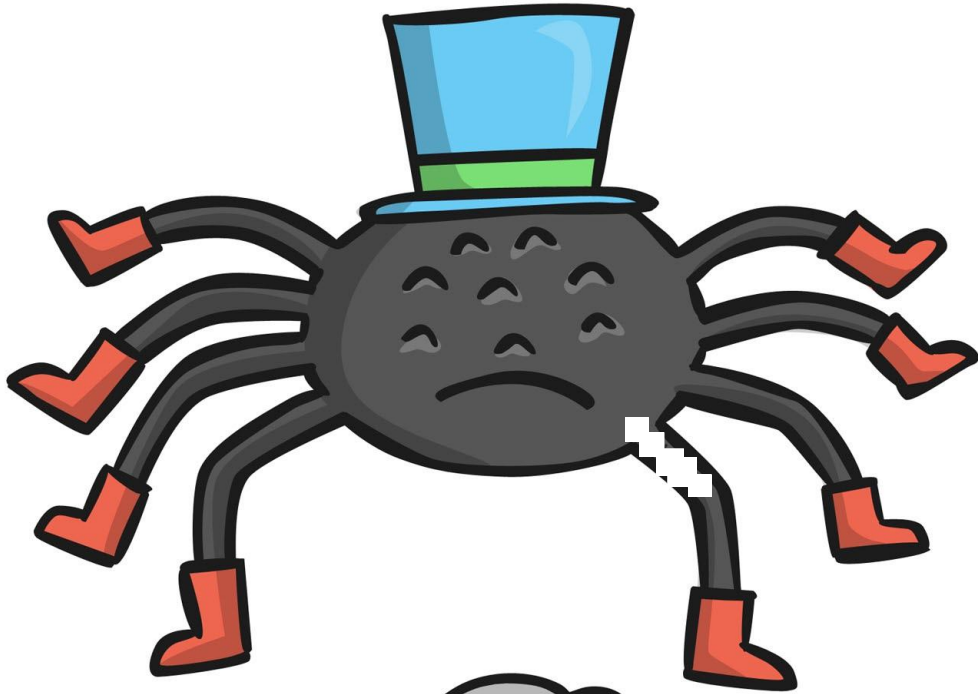
...out came  
the sun...



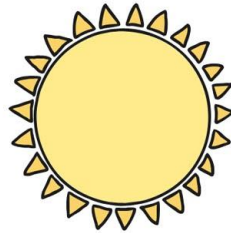
A sun can be made from cardboard. This can be moved up to represent the sun coming out to dry up the rain.

Alternatively: A torch can be used to shine on the water spout / spider. Support the children to watch the light and if appropriate feel the light shining on their skin.





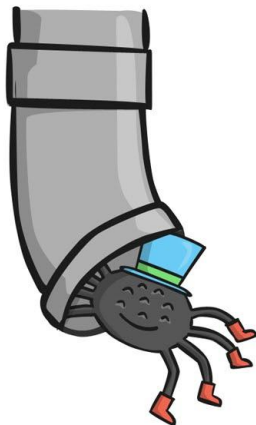
Out came the sun and dried up  
all the rain...



Incy Wincy Spider climbed up the  
water spout...



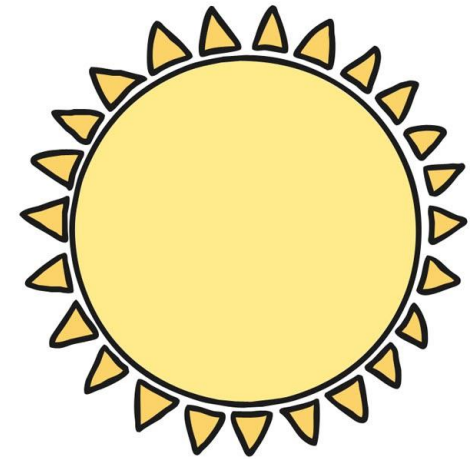
And Incy Wincy Spider climbed  
up the spout again.



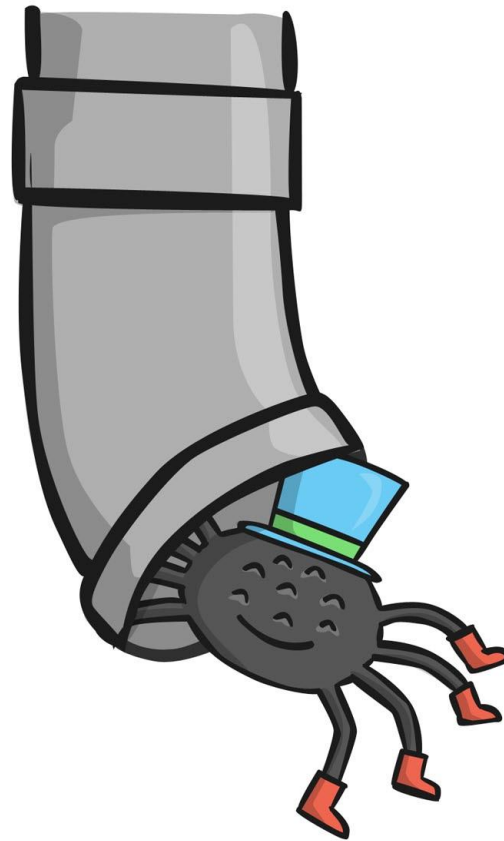
Down came the rain and washed  
poor Incy out...



Out came the sun and dried up  
all the rain...



Incy Wincy Spider climbed up the  
water spout...

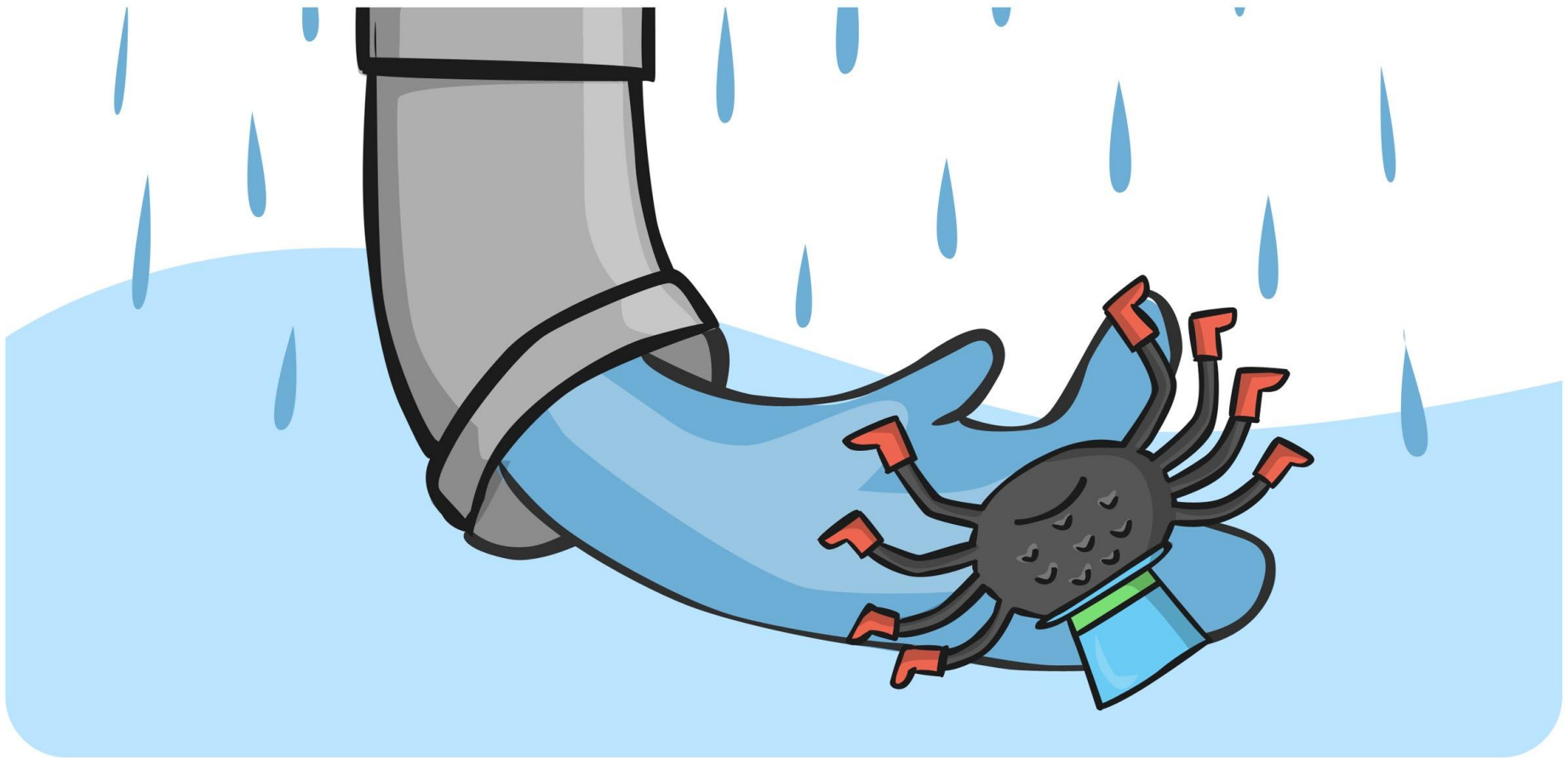




And Incy Wincy Spider climbed  
up the spout again.



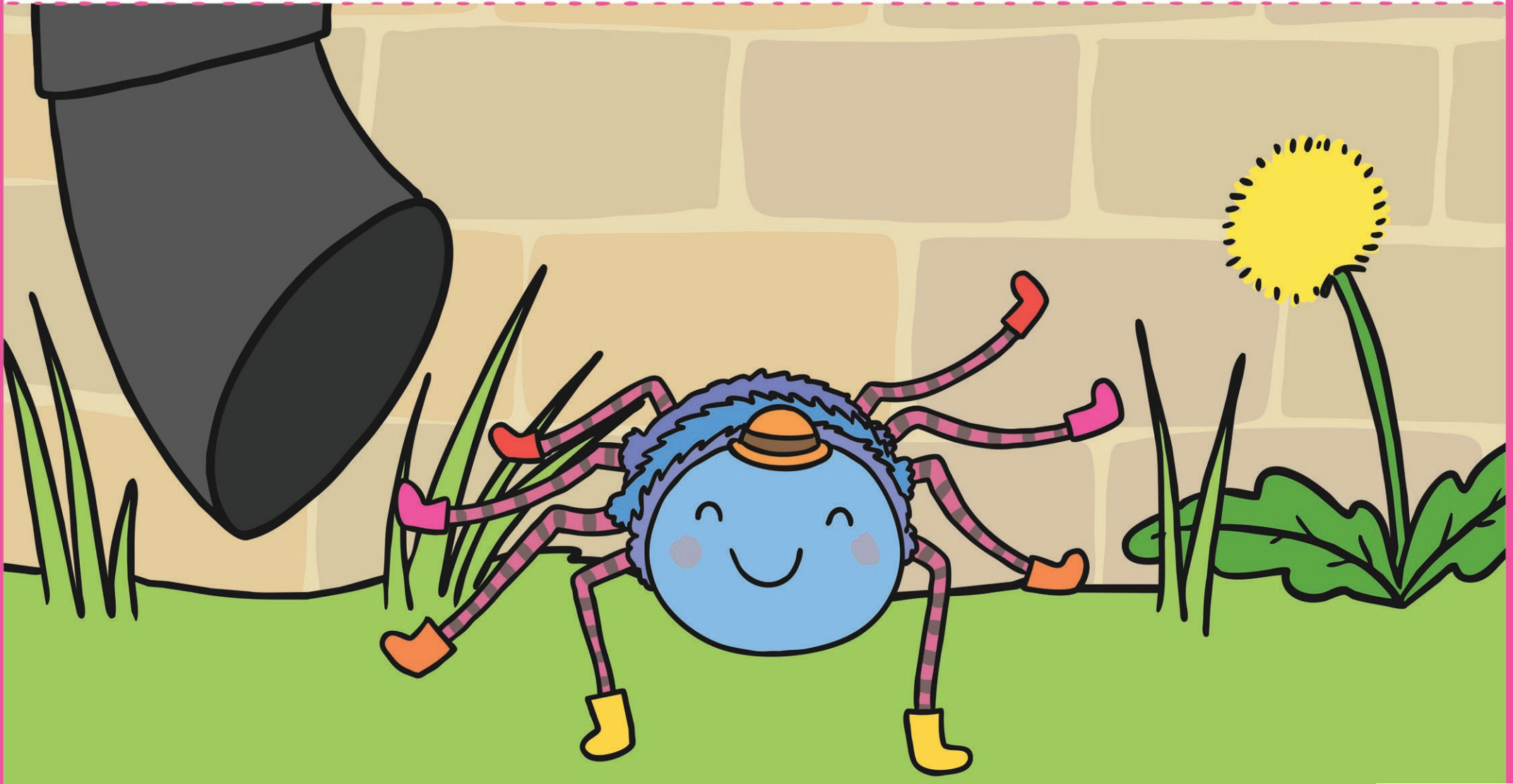
Down came the rain and washed  
poor Incy out...



# Incy Wincy Spider



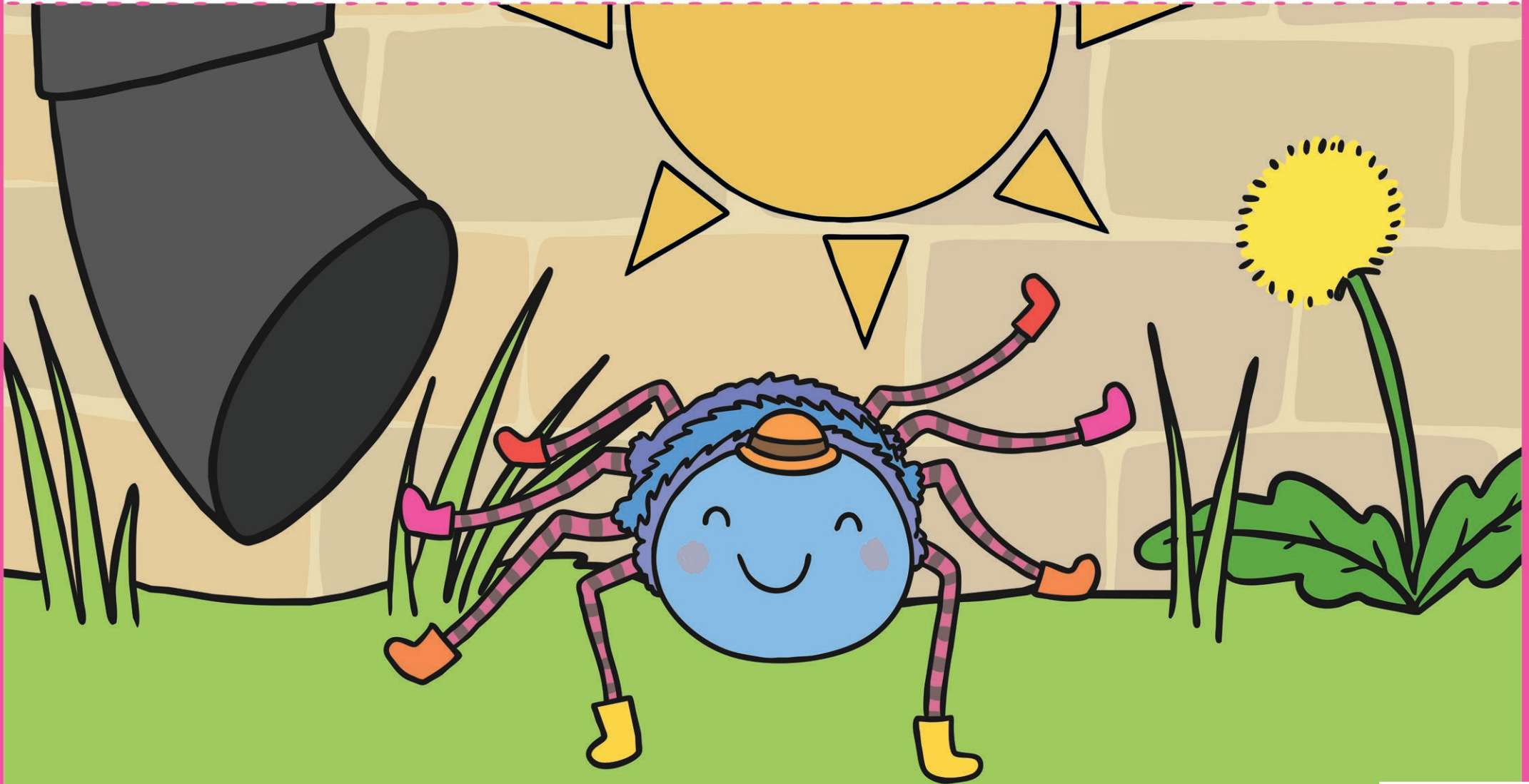
Incy Wincy Spider climbed up the water spout.



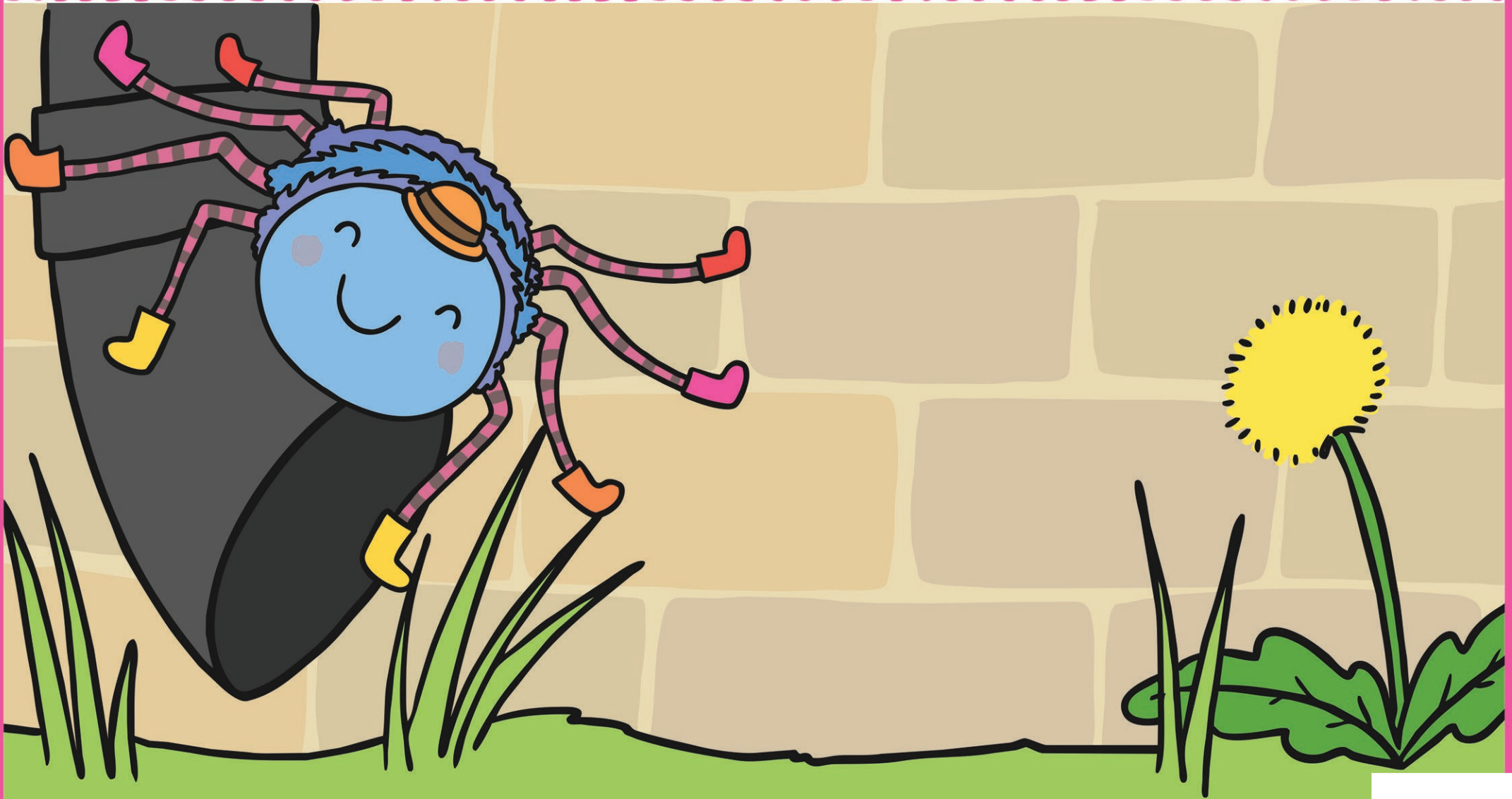
Down came the rain and washed poor Incy out.



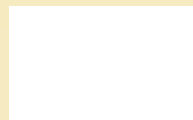
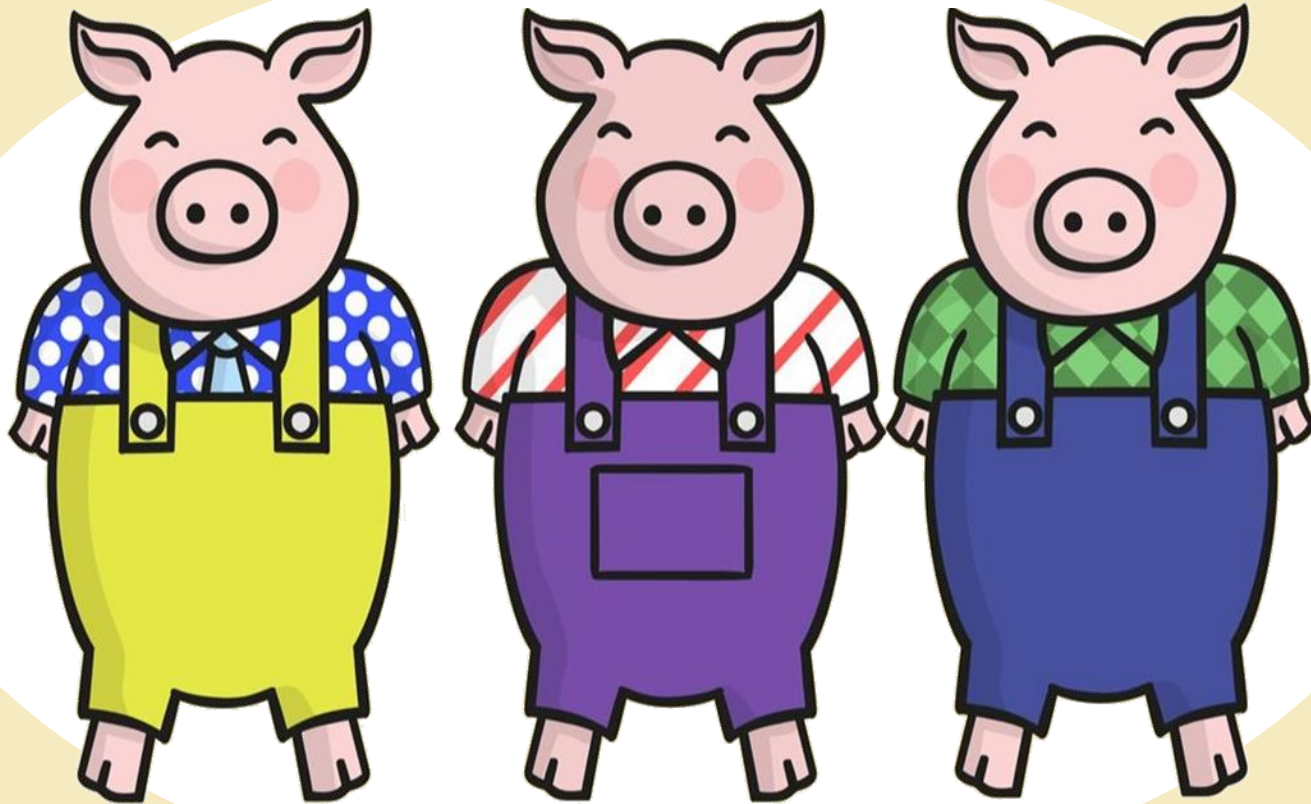
Out came the sun and dried up all the rain,



And Incy Wincy Spider climbed up the spout again.

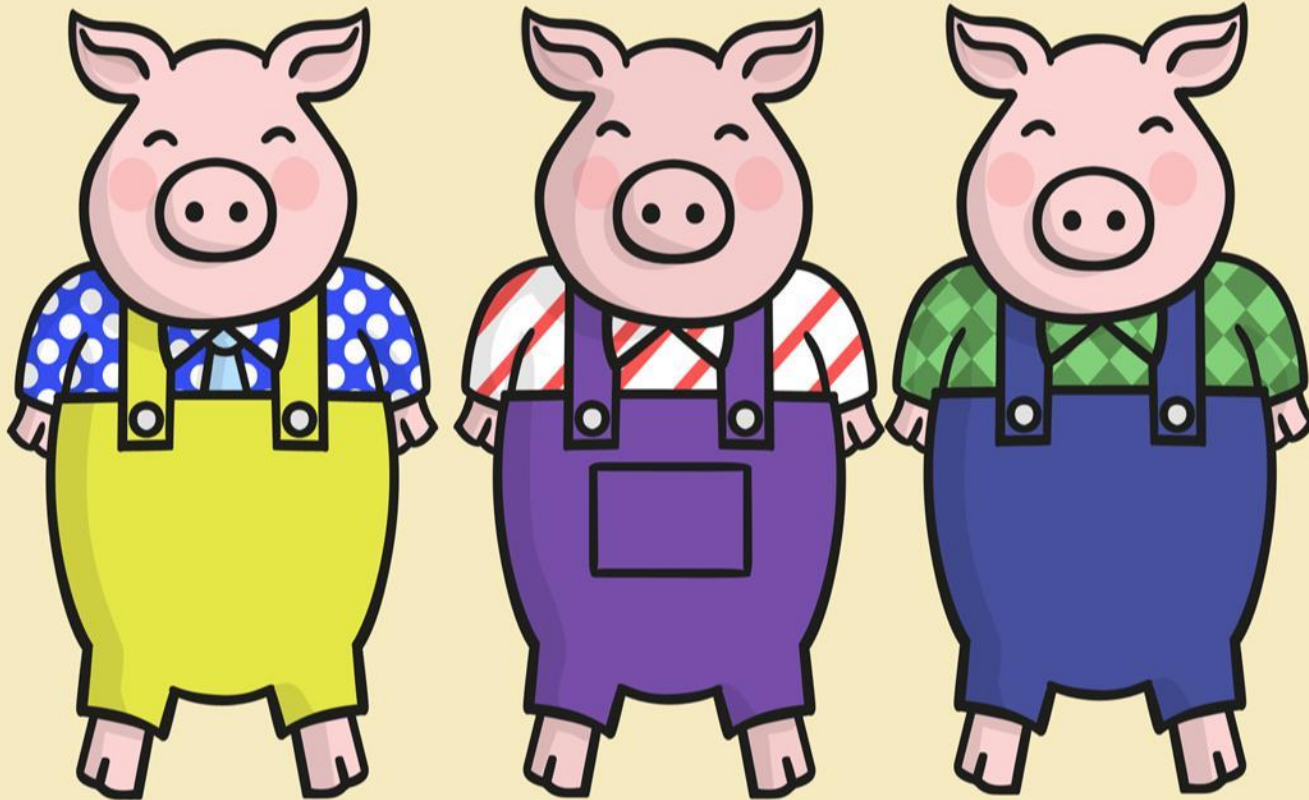


# The Three Little Pigs

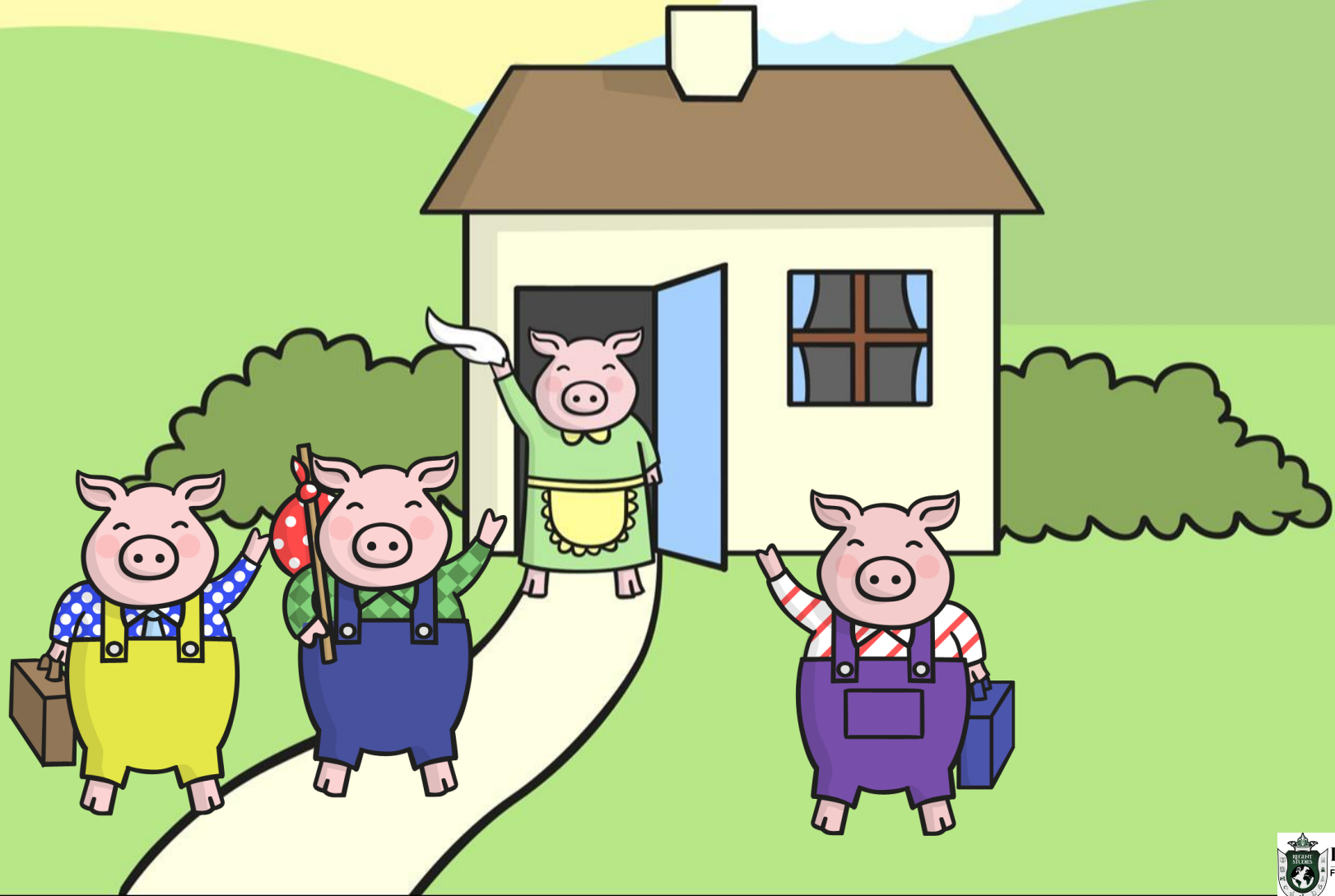




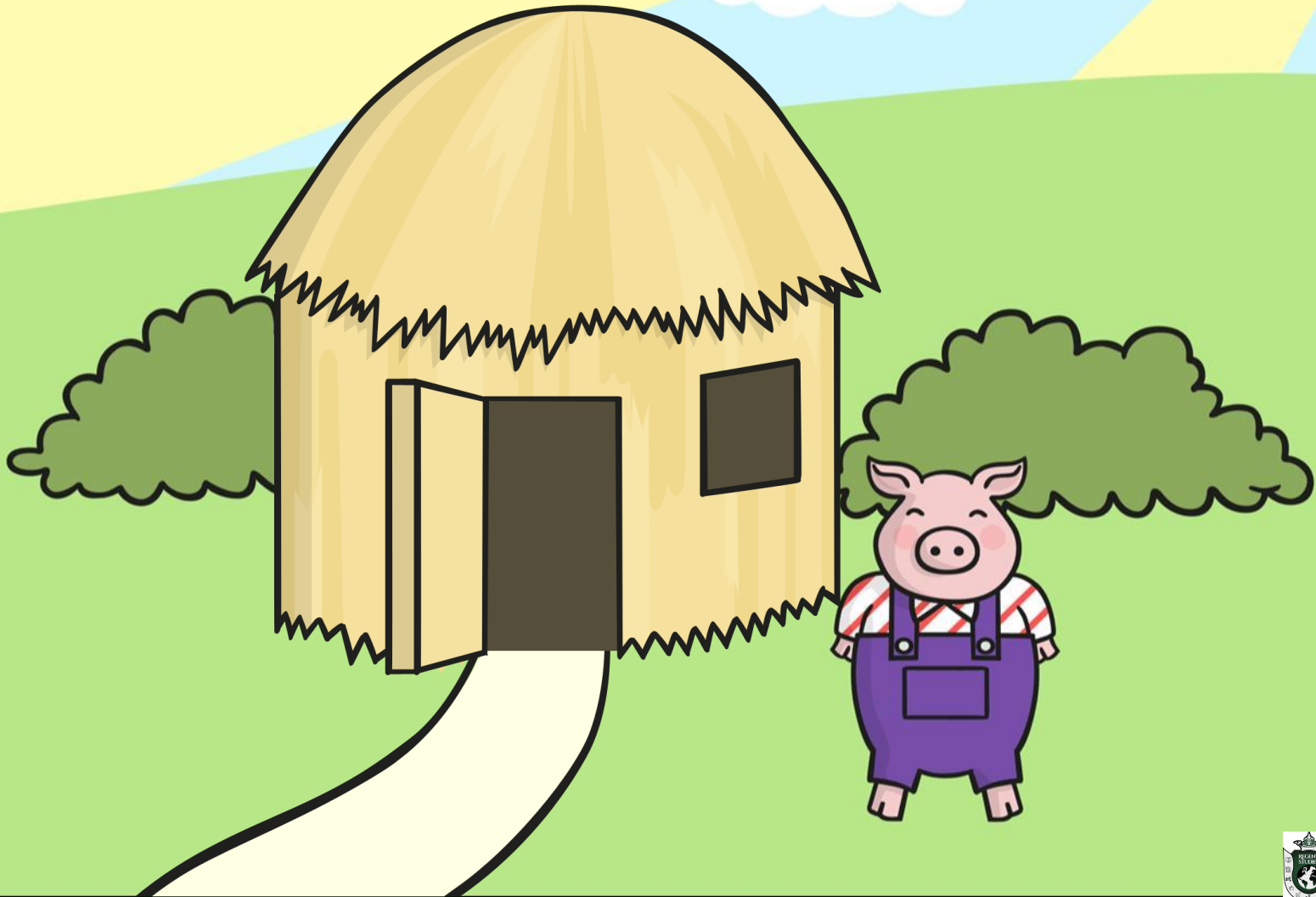
Once upon a time, there lived three little pigs.



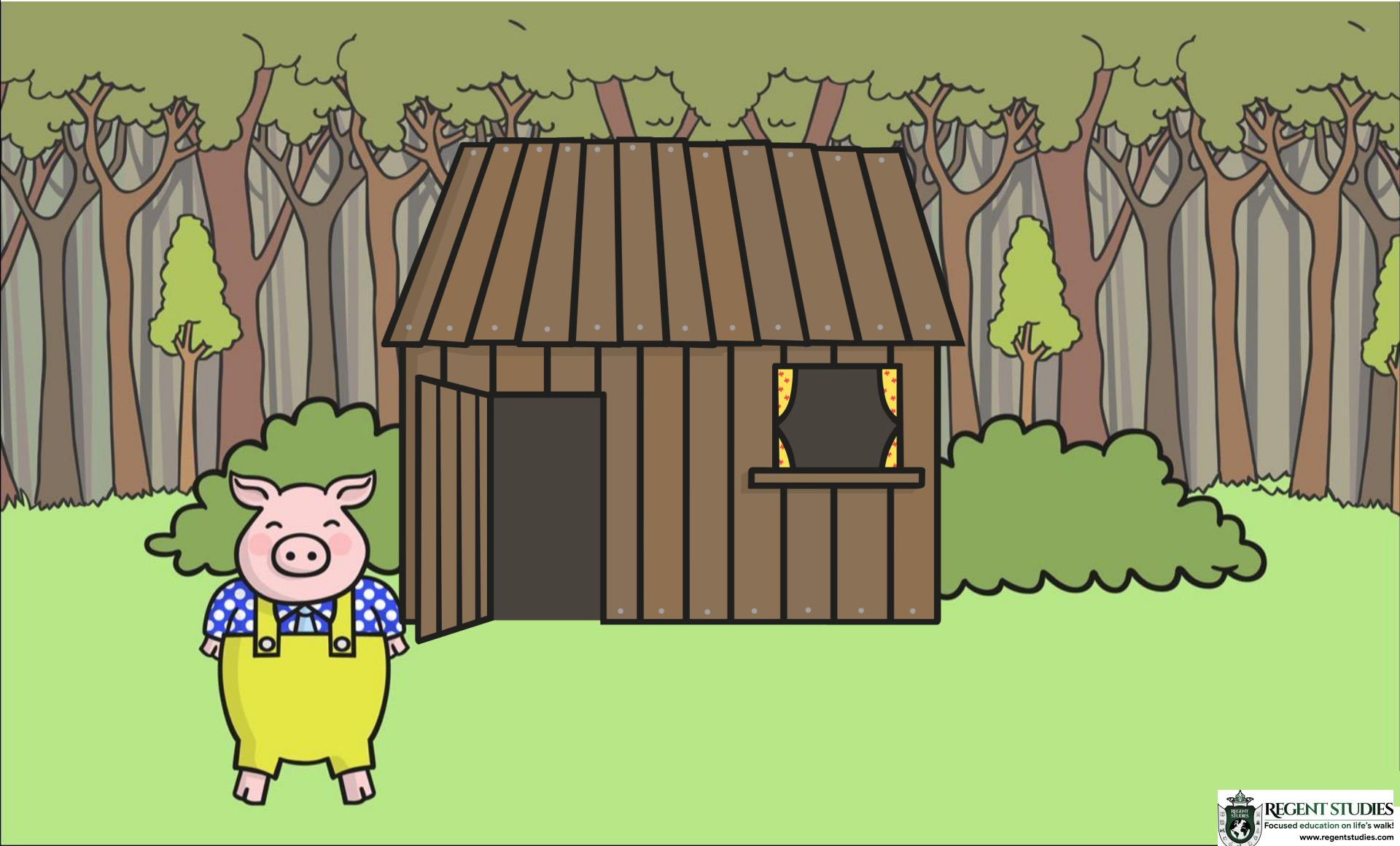
One day, they decided to leave home and build houses of their own.



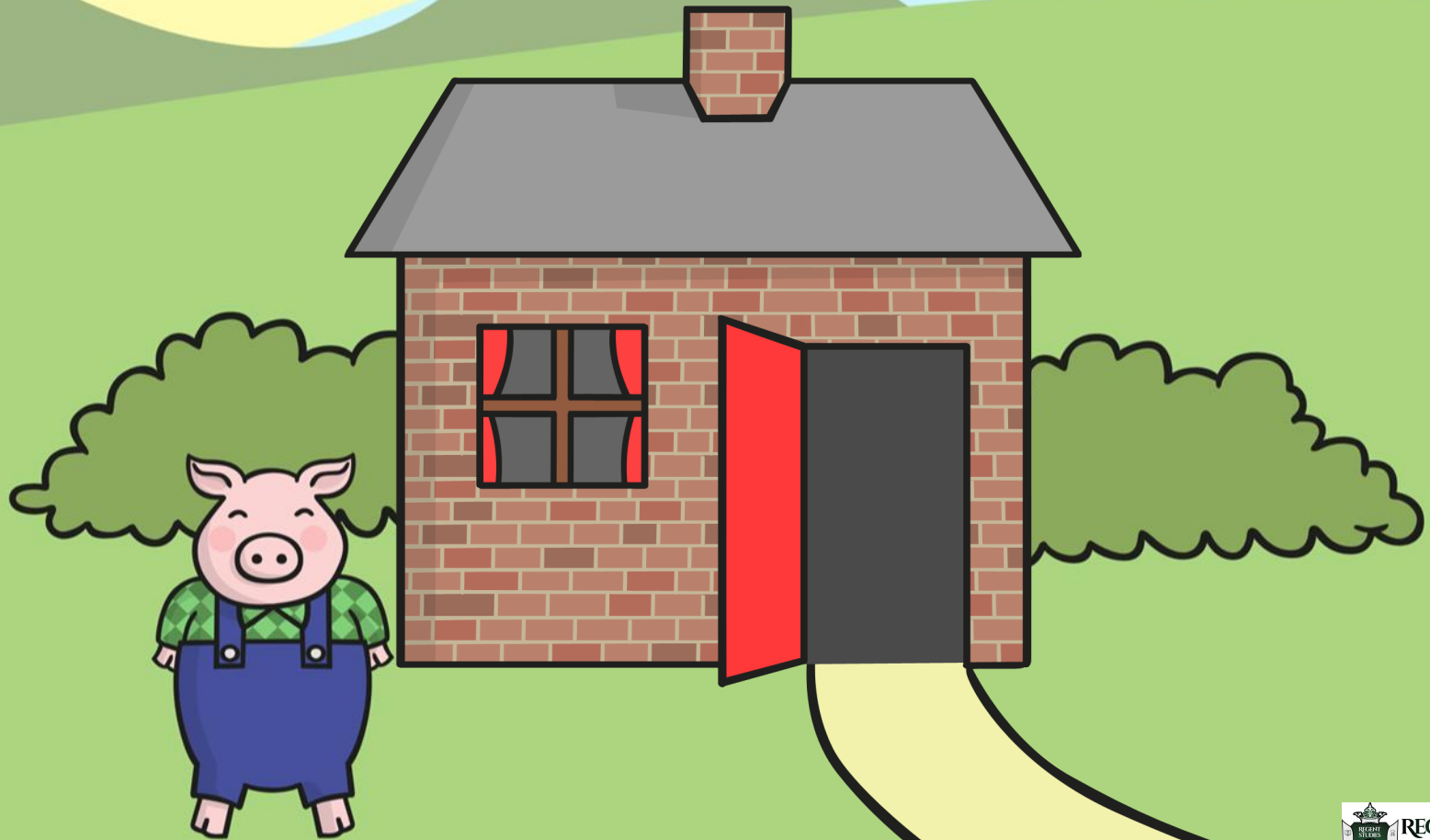
The first little pig thought that straw would make a good house.  
He built the house very quickly and he was very pleased with it.



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.



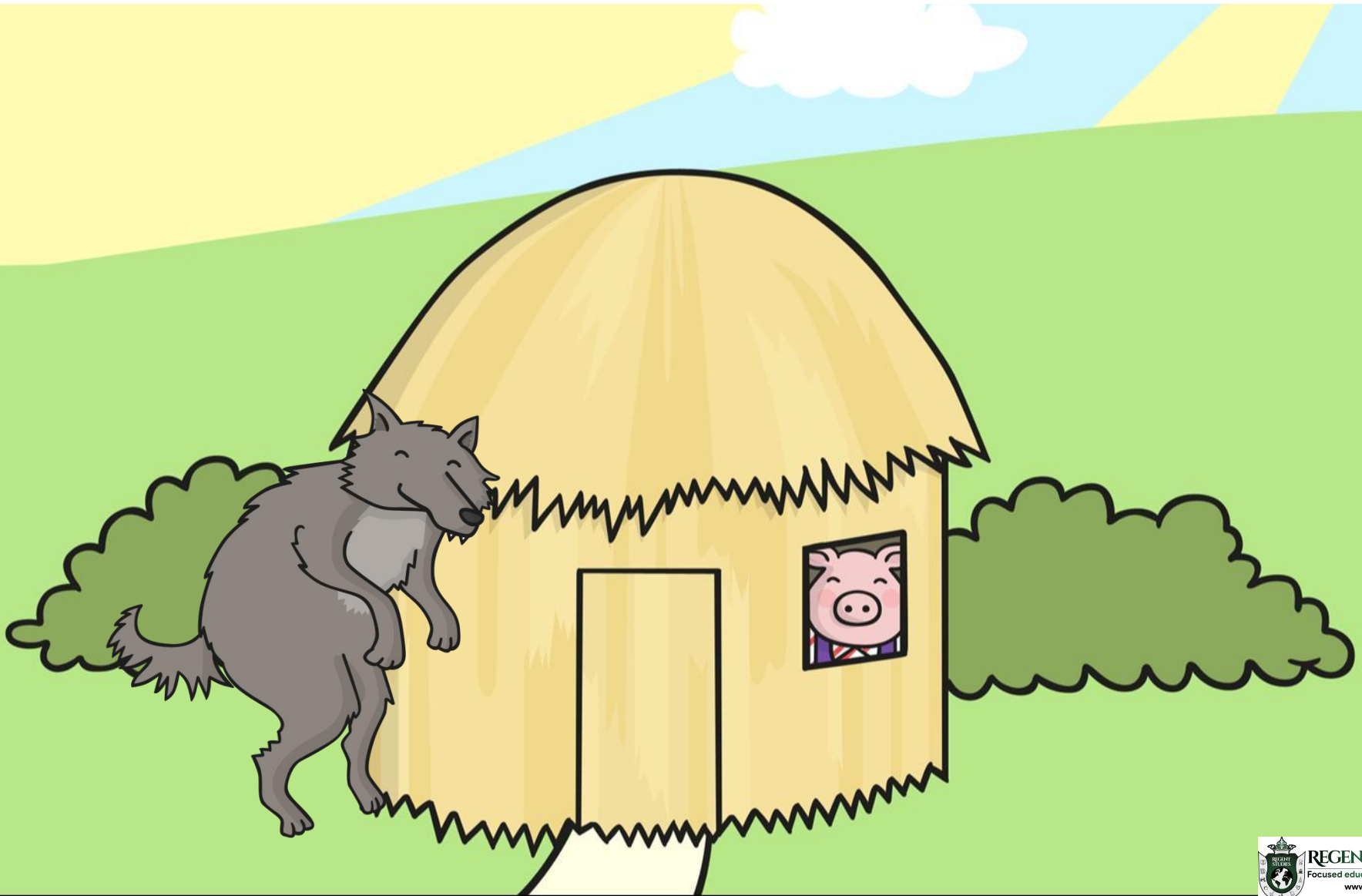
The third little pig thought that bricks would make a strong house.  
It took him a long time to build the house but he was very  
pleased with it.



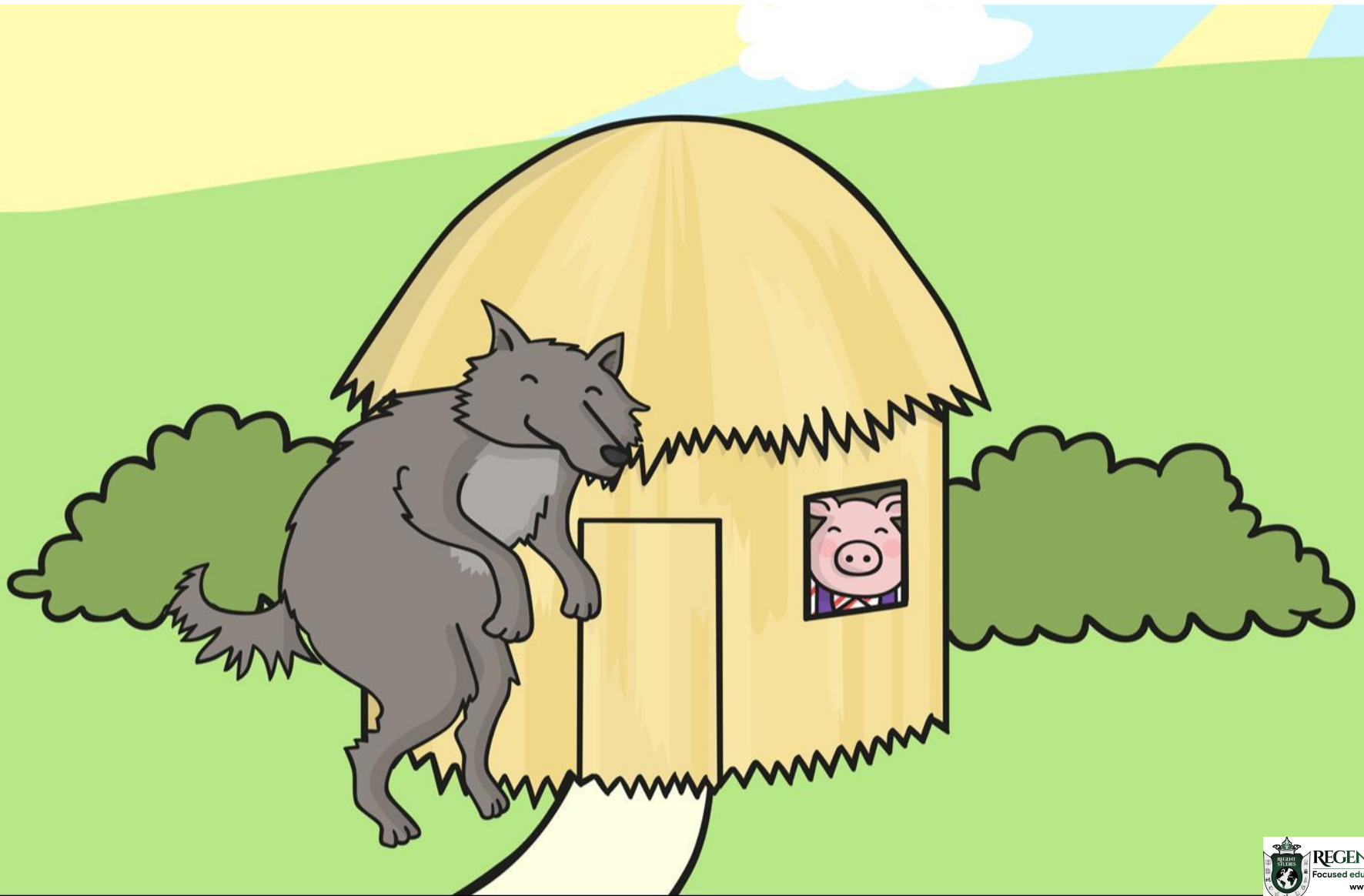
One day, a big bad wolf came along.



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.

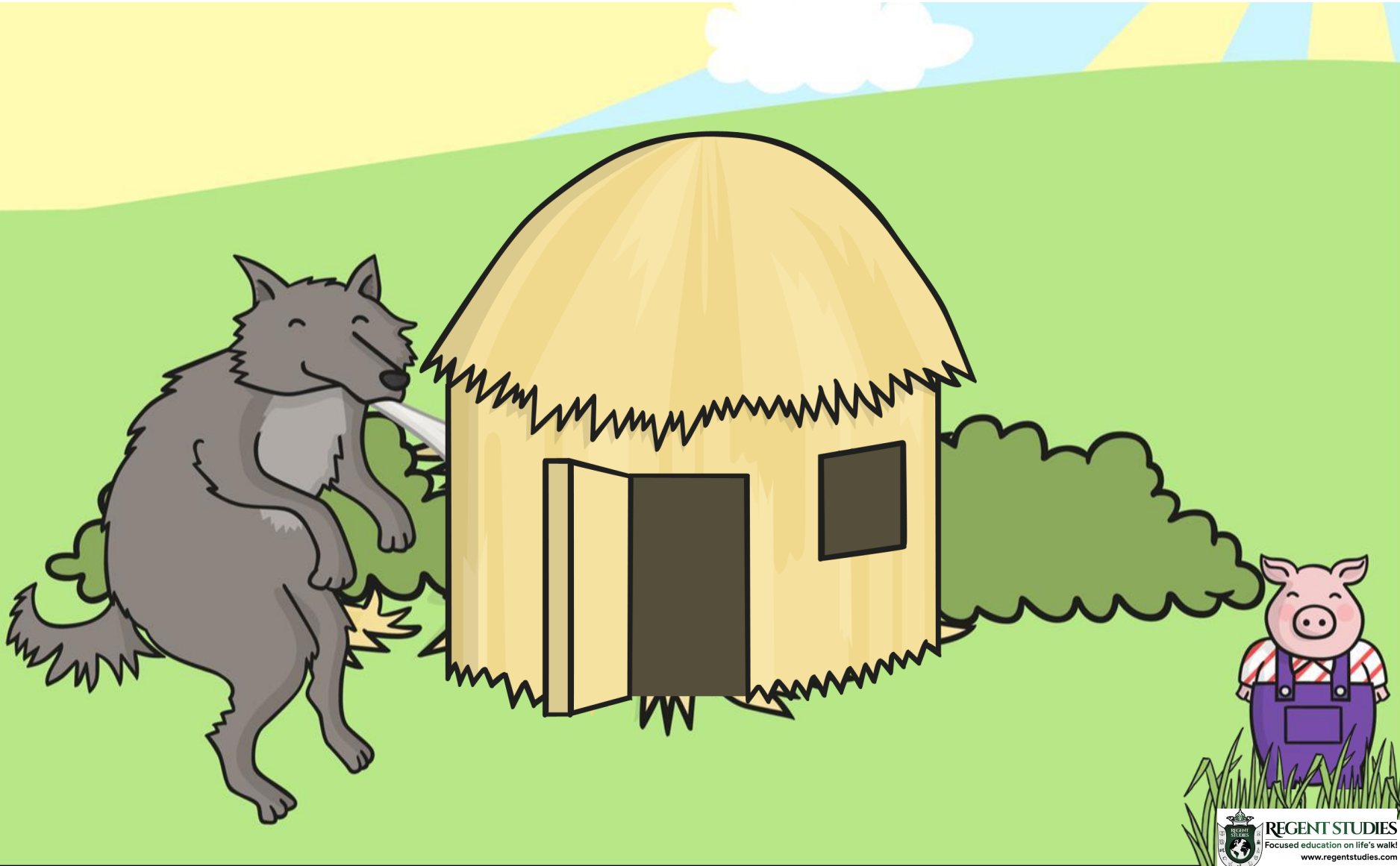


“Then I’ll huff and I’ll puff and I’ll blow your house down!” growled the big bad wolf.





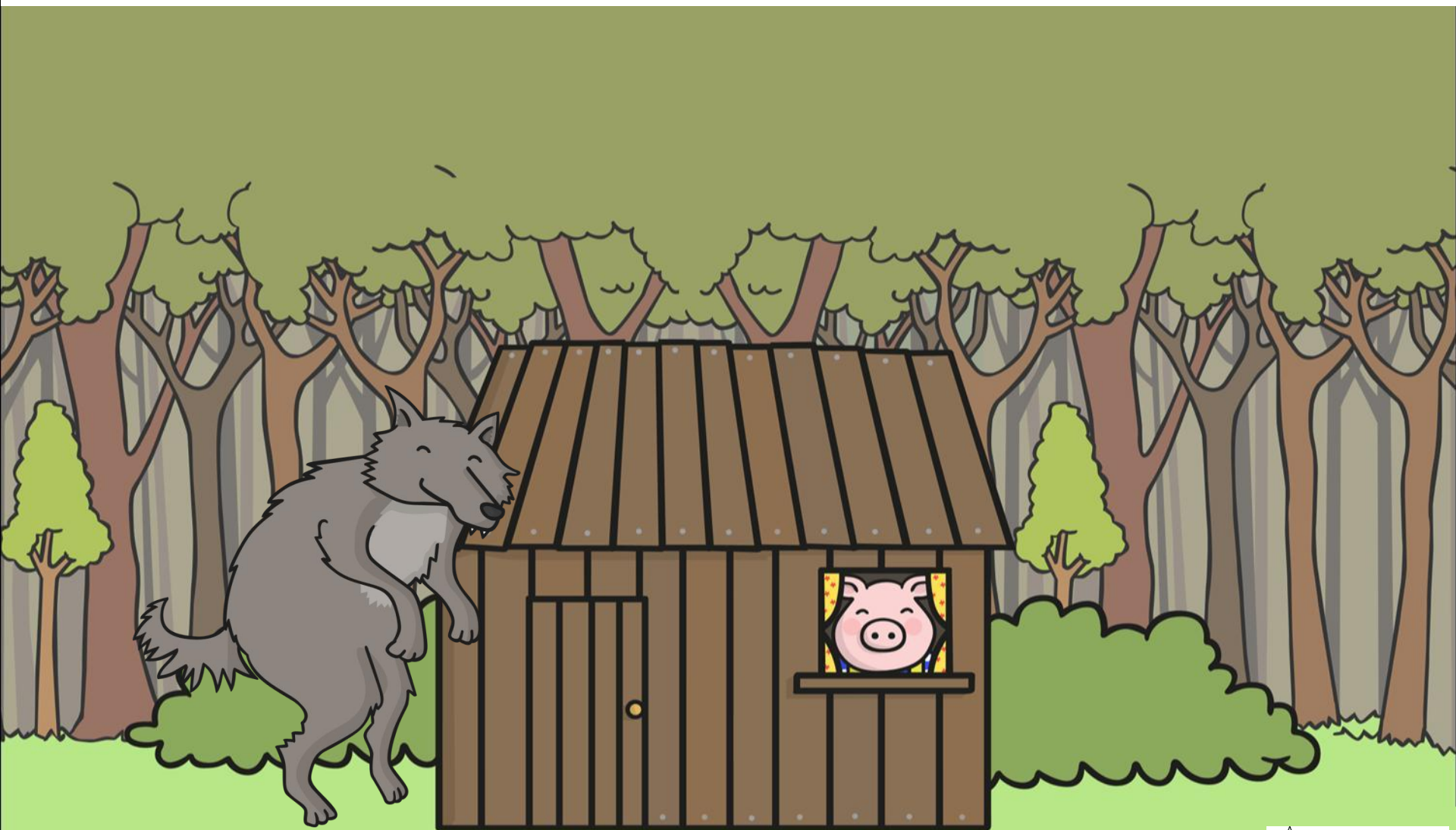
So he huffed and he puffed and he blew the house down!  
The first little pig escaped and ran to join his brother in the house  
made of sticks.



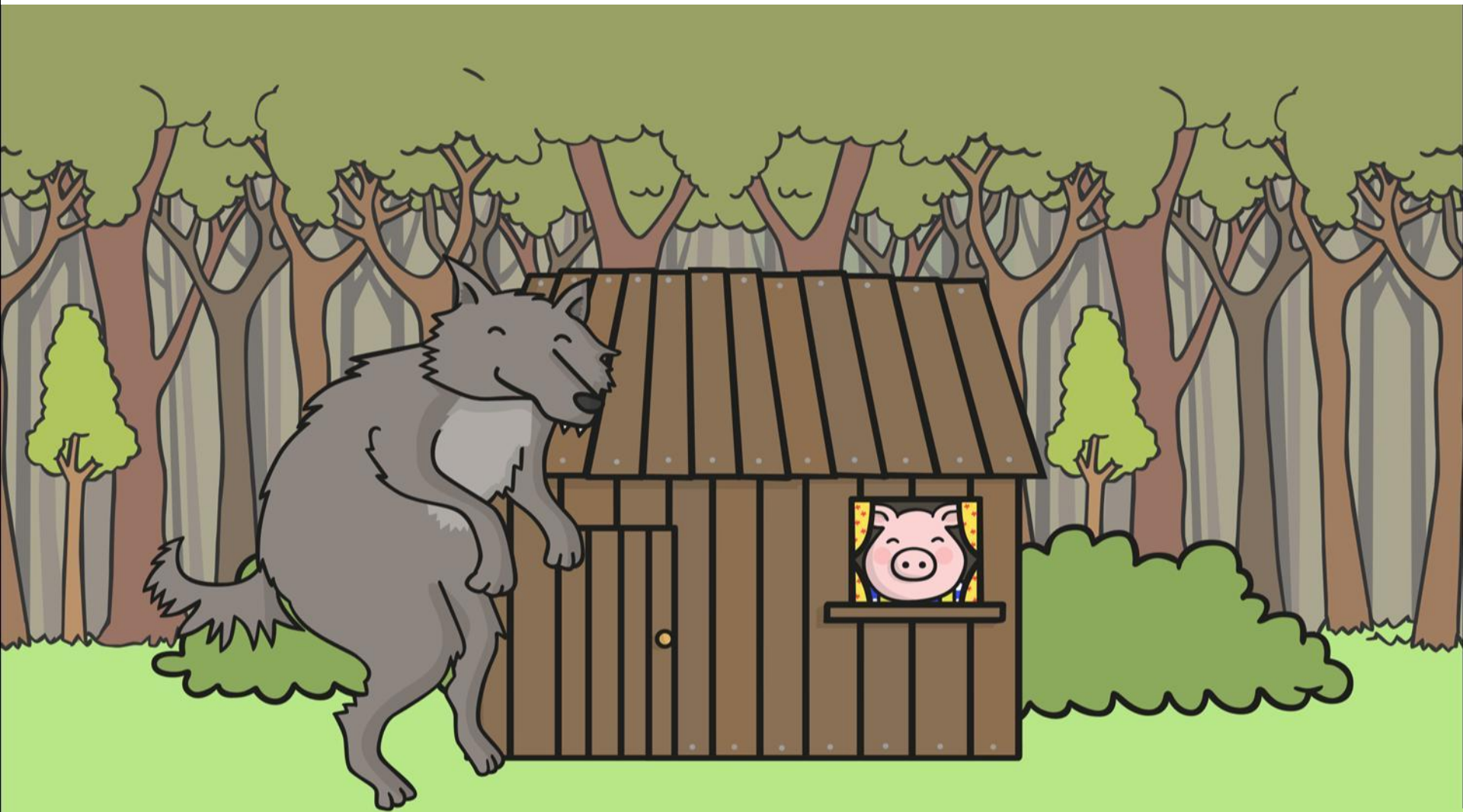
The big bad wolf followed the little pig to the house made of sticks.

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

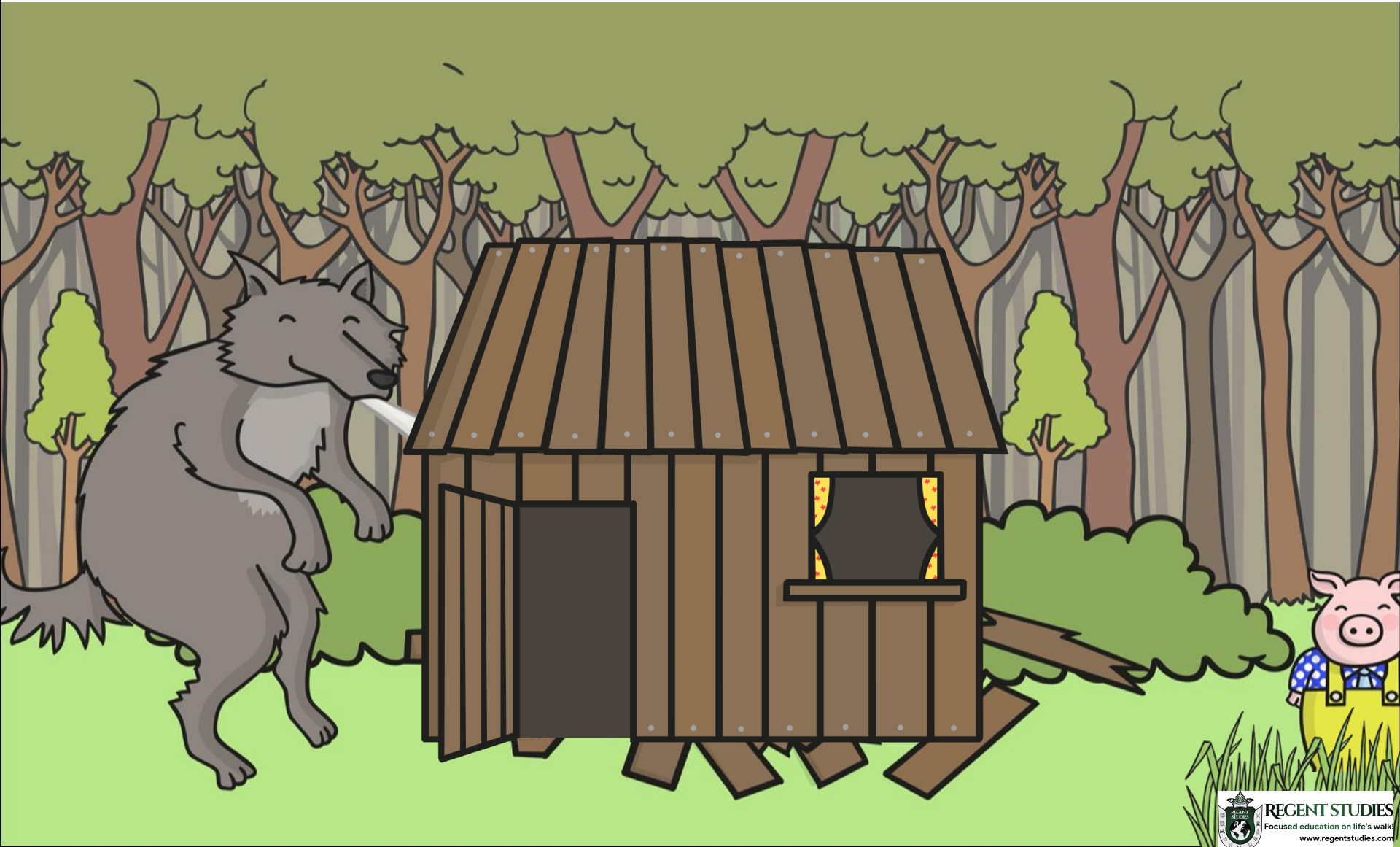
“Not by the hair on my chinny, chin, chin!” cried the second little pig.



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



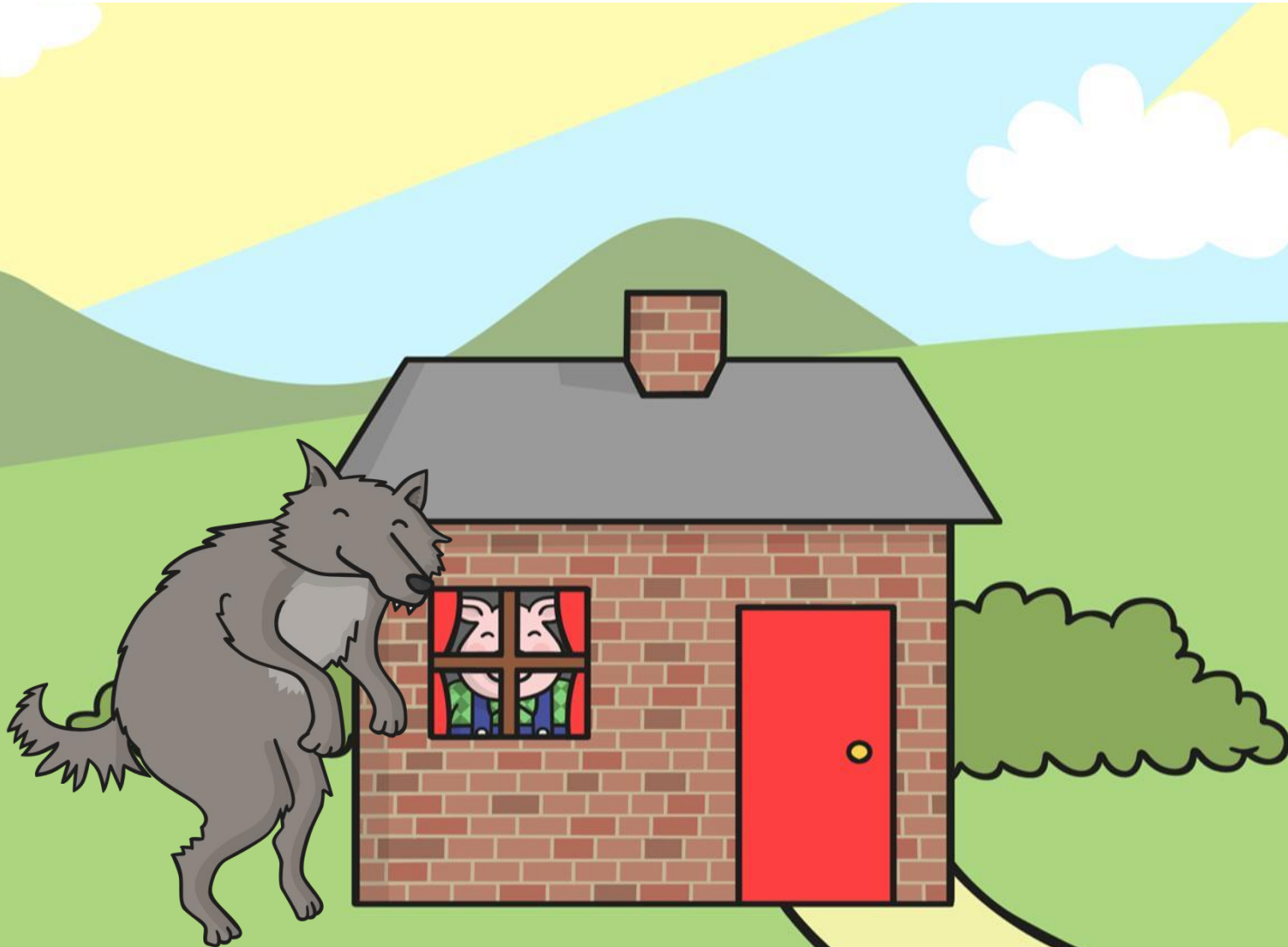
So he huffed and he puffed and he blew the house down!  
The two little pigs escaped and ran to join their brother in the house  
made of bricks



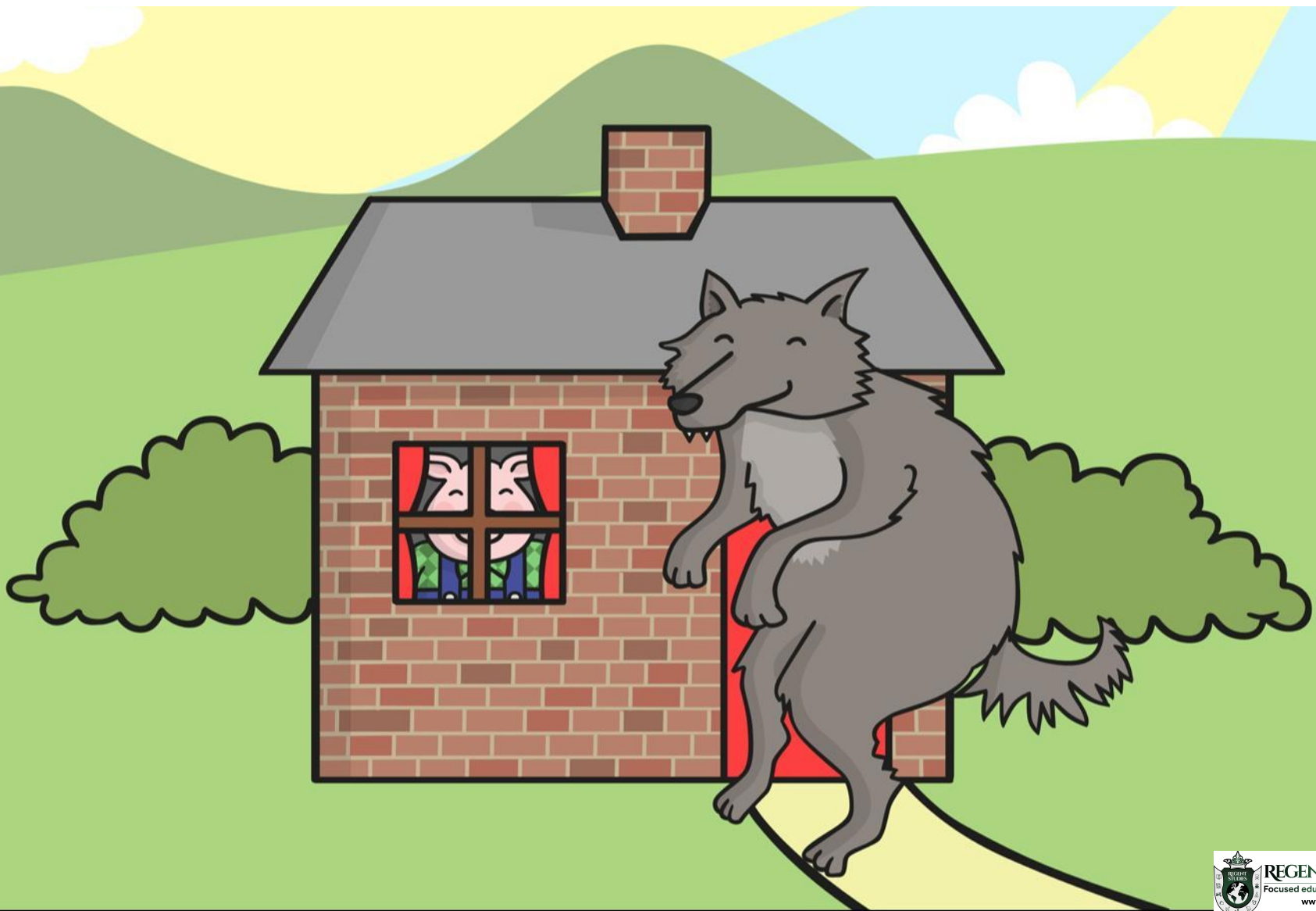
The big bad wolf followed the pigs to the house made of bricks.

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

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



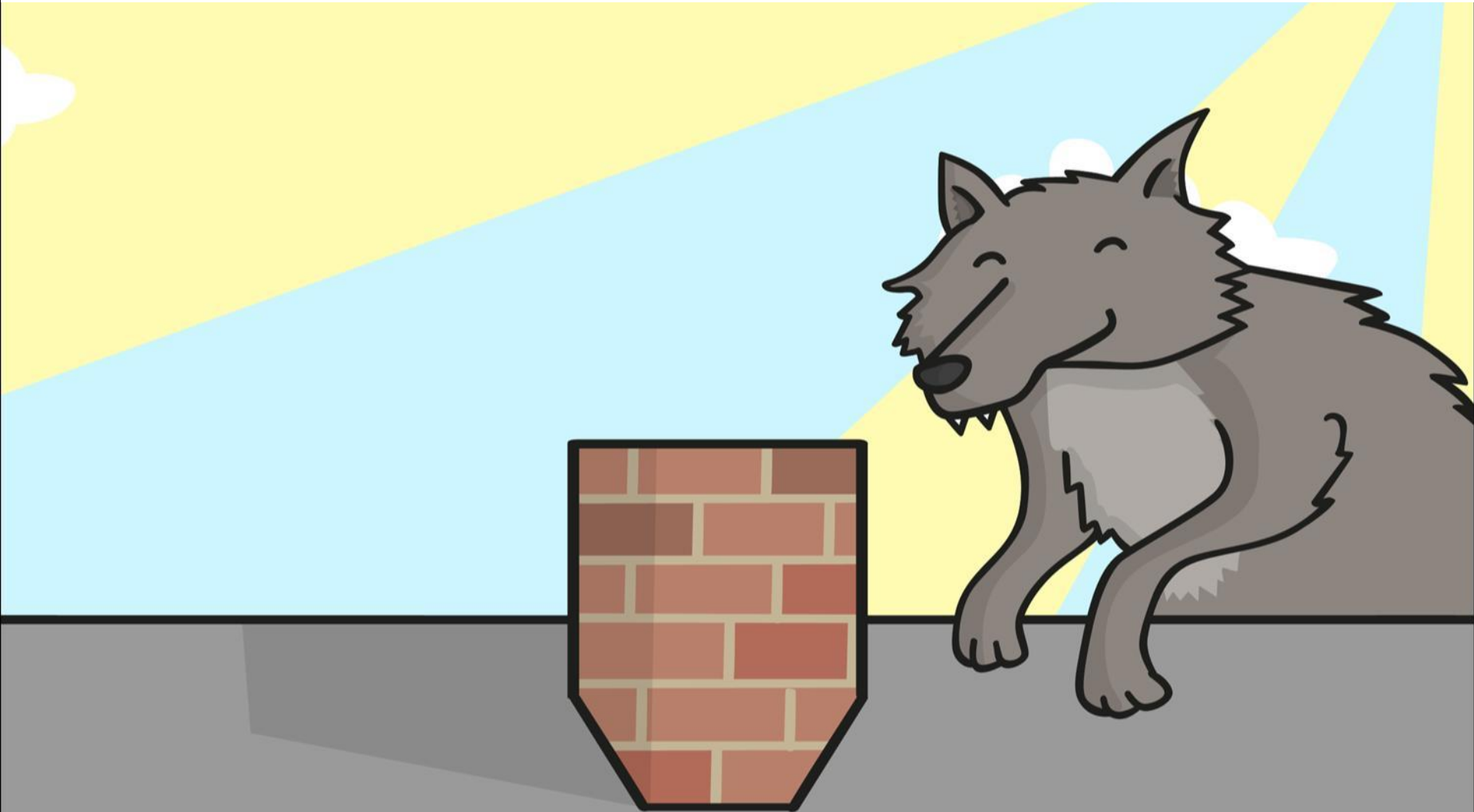
“Then I’ll huff and I’ll puff and I’ll blow your house down!” growled the big bad wolf.



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.





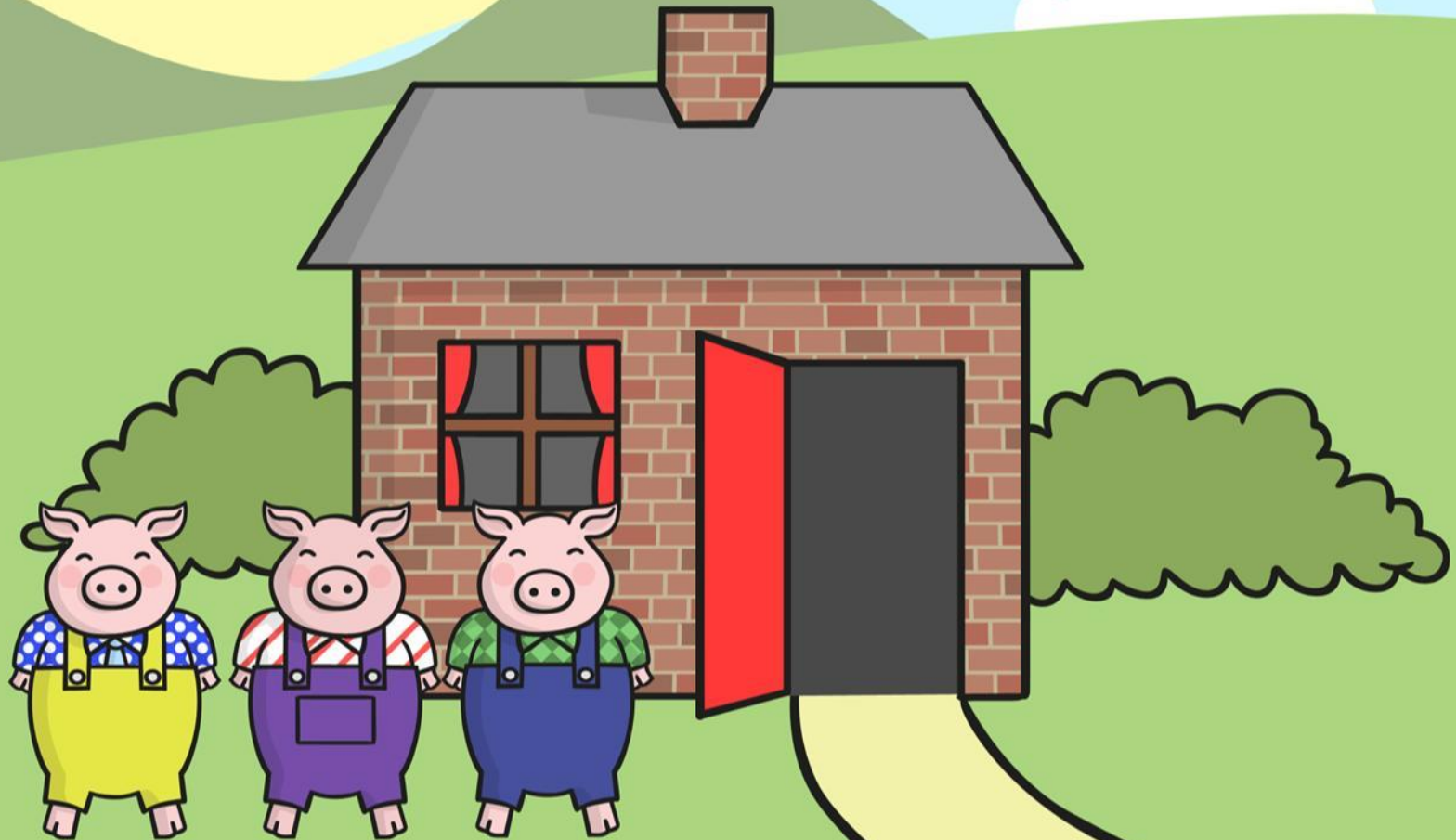
The big bad wolf was in for a big surprise!  
The third little pig had been cooking a big pot of stew and SPLASH!  
The wolf fell right into the pot!



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

# The Three Little Pigs Story Sequencing

1

2

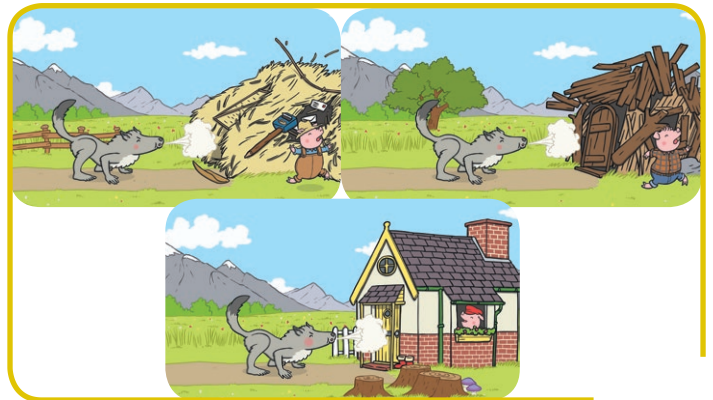
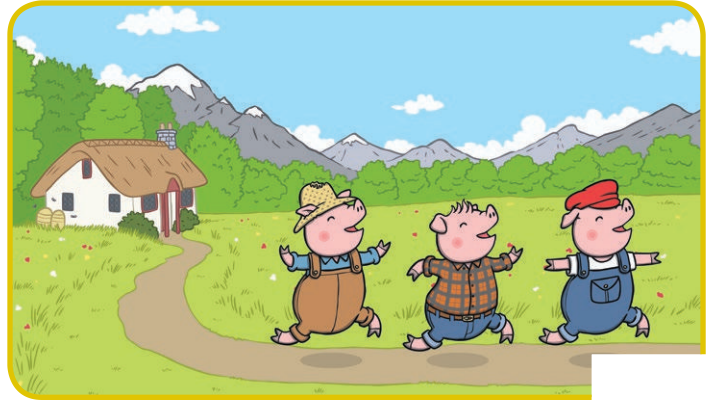
3

4


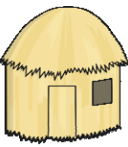



5

6

# The Three Little Pigs Story Sequencing



# The Three Little Pigs Sensory Story

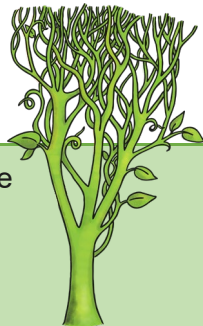
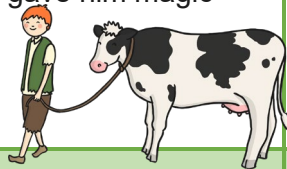
Story	Suggested Activity	Resources
<p>The Three Little Pigs</p> 	<p>Play the sound – one sound for each pig (repeated throughout the story).</p>	<p>Pre-recorded pig sounds on switches (You could also use a drum/keyboard/kazoo to make a sound for each pig)</p>
<p>The first little pig built a house of <b>straw</b></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 <b>sticks</b></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 <b>bricks</b></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	<p>Bang the pot with a wooden spoon to create a clang sound.</p> <p>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.</p> <p>Or, for the splash of the wolf falling into the stew, pour water/glitter from a height into a tray of water.</p>	<p>Pot / saucepan Wooden spoon</p> <p>Pan Water Ball</p> <p>Water Glitter Tray</p>



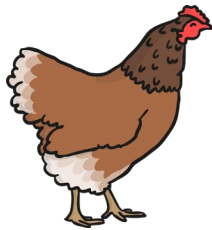
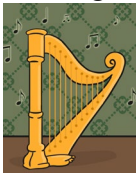
# Jack and the Beanstalk – part 1

Story	Suggested Resources/Activities
<p>Choose music to act as reference for the students. Play this at the start of every session you are doing the story. It also provides time for staff to identify learning for each student and to prepare the resources for each student. If you are in a sensory room you may wish to use a light as an object or reference e.g. Mirror ball alongside the music.</p>	
<p>Once upon a time there was a boy called Jack.</p>	<p>Focus: Response to name. Each adult in turn around a circle to call one students name. Repeat x2. Move onto the next student and repeat. Repeat for all students.</p>
<p>Jack lived in a cottage with his mother. They were very poor and their most valuable possession was a cow.</p>	<p>Focus: Making sounds, using either a BIGmack or tablet with 'moooo' sounds recorded. Each student to have switch. Encourage students to use the switch to activate sound. Avoid saying 'press the switch' instead use 'your turn' or 'where's the moooo?'</p>
<p>On the way, Jack met a man who gave him magic beans in exchange for the cow.</p>	<p>Focus: Response to sounds. All adults to shake 'shakers'. Start quietly and increase volume. One adult to count '1, 2, 3 STOP!' All adults to stop. Pause and repeat.</p>
<p>When Jack came home with the beans his mother was angry. She threw the beans out of the window.</p>	<p>Focus: Anticipation. Say 'ready steady go!' using a big bouncy ball e.g. basketball or physiotherapy ball. Bounce ball x2 and stop. Pause and repeat this.</p>
<p>His mother was still very cross and sent him to bed.</p>	<p>Focus: Response to textures. Using silver recovery blankets or fabric blankets, pull up blankets starting at feet and move slowly up body. Wrap around and 'tuck in'. Stroke down arms and legs slowly and repetitively. You may want to say 'ssshhhh' as you do so.</p>
<p>The next morning Jack looked out of the window and saw a giant beanstalk had grown in the garden.</p>	<p>Focus: Tracking using lights. Use small hand held lights to support tracking (green where possible). Lower lights in room. Focus on tracking up and down.</p>
<p>Jack decided to climb the beanstalk. It was so tall it went right up to the sky and through the clouds.</p>	<p>Focus: Movement. Run hand down arms of student and place your hand under hands of the students. Slowly raise hands as far as possible saying 'it went up and up and up'.</p>
<p>Feedback on achievements and learning that has taken place. Choose music to end the session with. Play this at the end of each session. This will provide a reference for students that the lesson has finished. If you are in a sensory room you may wish to use a particular light e.g. Mirror ball alongside the music.</p>	



# Jack and the Beanstalk – part 2

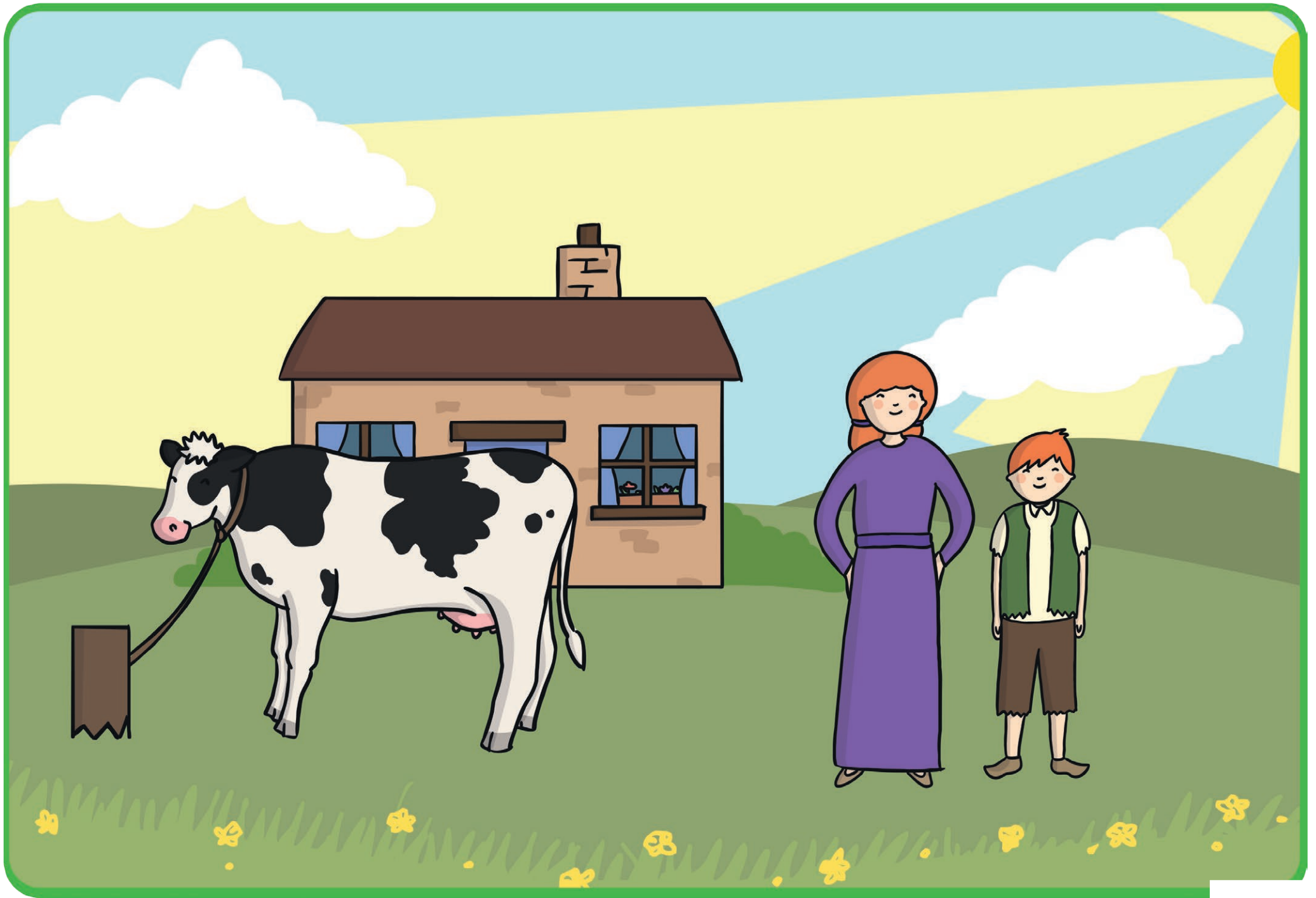
Story	Suggested Resources/Activities
<p>Choose music to act as reference for the students. Play this at the start of every session you are doing the story. It also provides time for staff to identify learning for each student and to prepare the resources for each student. If you are in a sensory room you may wish to use a light as an object of reference e.g. Mirror ball alongside the music.</p>	
<p>When Jack reached the top he saw an enormous castle. He decided to go inside; all the furniture was huge. Suddenly Jack heard a loud noise. He ran into a cupboard to hide.</p>	<p>Focus: Anticipation. Warn students of loud noises. Count 1, 2, 3 tapping on students as you count. Let off one party popper. Next adult to repeat.</p>
<p>An enormous giant came into the room. “Fe Fi Fo Fum, I smell the blood of an Englishman!” he bellowed!</p>	<p>Focus: Response to sounds. Split adults in to two groups. Group 1 Shouts: “FEE, FI, FO FUM!” Group 2 Replies: “I smell the blood of an Englishman!” Repeat three times then pause and repeat.</p>
<p>The giant sat down at the table. On the table was a hen and a golden harp.</p>	<p>Focus: Response to textures. Use feathers to brush hands, arms and faces (if appropriate). Focus: Response to sounds. Use guitar, harp and homemade string instruments using elastic bands. Encourage students to use hands and fingers to make sounds on the instruments.</p>
<p>‘Sing’ said the giant and the harp sang.</p>	<p>Focus: Response to sounds. All to sing to the tune of ‘Row your Boat’. “Sing, Sing, Sing my Harp. Sing a song for me. Play a tune and help me sleep. Sing my harp for me.”</p>
<p>The giant fell asleep listening to the harp.</p>	<p>Focus: Response to textures. Using silver recovery blankets or fabric blankets, pull up blankets starting at feet and move slowly up body. Wrap around and ‘tuck in’. Stroke down arms and legs slowly and repetitively. You may want to say ‘ssshhhhh’ as you do so.</p>
<p>Feedback on achievements and learning that has taken place. Choose music to end the session with. Play this at the end of each session. This will provide a reference for students that the lesson has finished. If you are in a sensory room you may wish to use a particular light e.g. Mirror ball alongside the music.</p>	



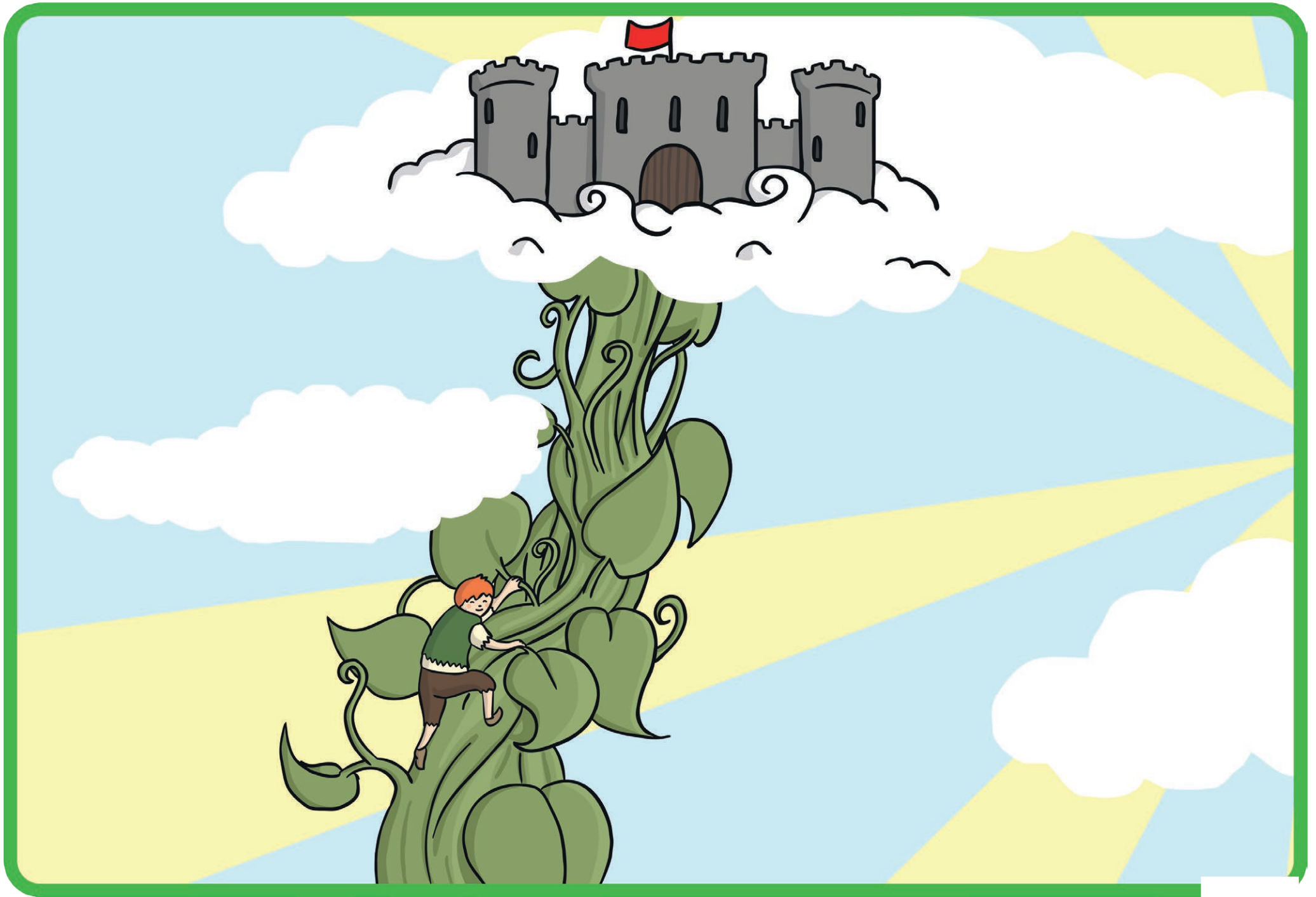
# Jack and the Beanstalk – part 3

Story	Suggested Resources/Activities
<p>Choose music to act as reference for the students. Play this at the start of every session you are doing the story. It also provides time for staff to identify learning for each student and to prepare the resources for each student. If you are in a sensory room you may wish to use a light as an object of reference e.g. Mirror ball alongside the music.</p>	
<p>Jack jumped out of the cupboard and took the hen and the harp.</p>	<p>Focus: Anticipation. Count 1, 2, 3 then pull off blanket quickly. Replace blanket and repeat activity.</p>
<p>As Jack ran the harp cried “HELP MASTER”.</p>	<p>Focus: Response to name. Lead adult calls: ‘HELP *Student name* HELP!’ □ Next adult to repeat using the same student’s name. Next adult to repeat. Pass around the adults x2.</p>
<p>The giant woke up and called “Fee, Fi, Fo, Fum, I smell the blood of an Englishman!”</p>	<p>Focus: Response to sound. Tap out “FEE, FI, FO, FUM” on the drum keeping a steady rhythm. Get increasingly louder and faster. Lead adult to call 1, 2, 3 STOP. Pause for response and repeat.</p>
<p>He chased Jack to the top of the beanstalk and Jack began to climb down. BUT the giant followed him. As Jack got to the bottom he shouted ‘HELP!’</p>	<p>Focus: Response to name. Lead adult calls: ‘HELP *Student name* HELP!’ □ Next adult to repeat using the same student’s name. Next adult to repeat. Pass around the adults x2.</p>
<p>Jack’s mother came out with an axe. She used it to chop the bottom of the beanstalk. The giant crashed to the ground with a HUGE bang!</p>	<p>Focus: Response to rhythm. Tap on students legs to the following rhythm. ‘Chip, Chop, Chip, Chop, The beanstalk fell!’ Repeat getting louder x5. Lead adult to indicate when to stop. □ Pause and repeat.</p>
<p>With the golden eggs and the magic harp Jack and his mother had all the money they needed.</p>	<p>Focus: Response to sound. Shake bags of money near ears. Tap money bags down arms and legs.</p>
<p>Feedback on achievements and learning that has taken place. Choose music to end the session with. Play this at the end of each session. This will provide a reference for students that the lesson has finished. If you are in a sensory room you may wish to use a particular light e.g. Mirror ball alongside the music.</p>	





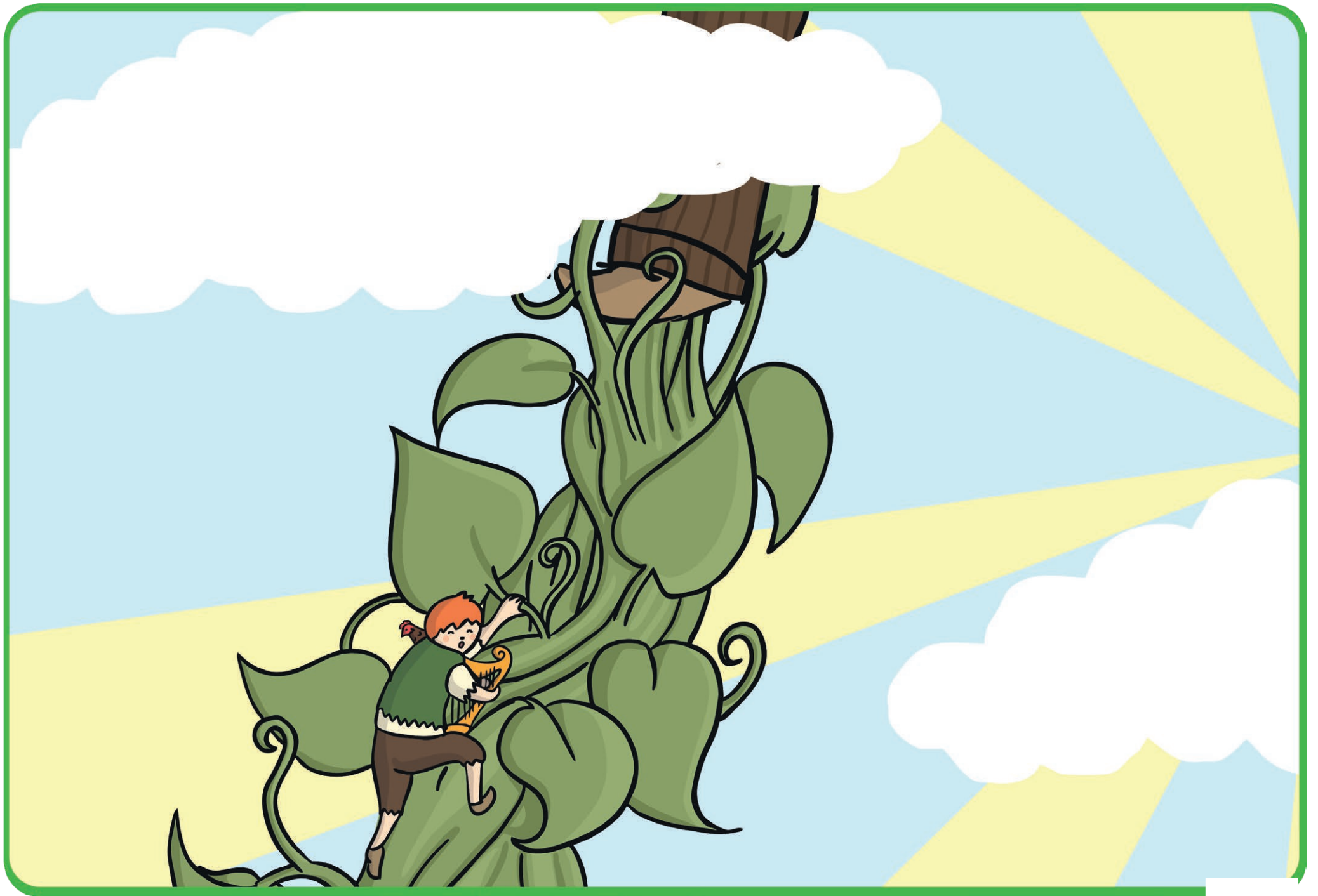


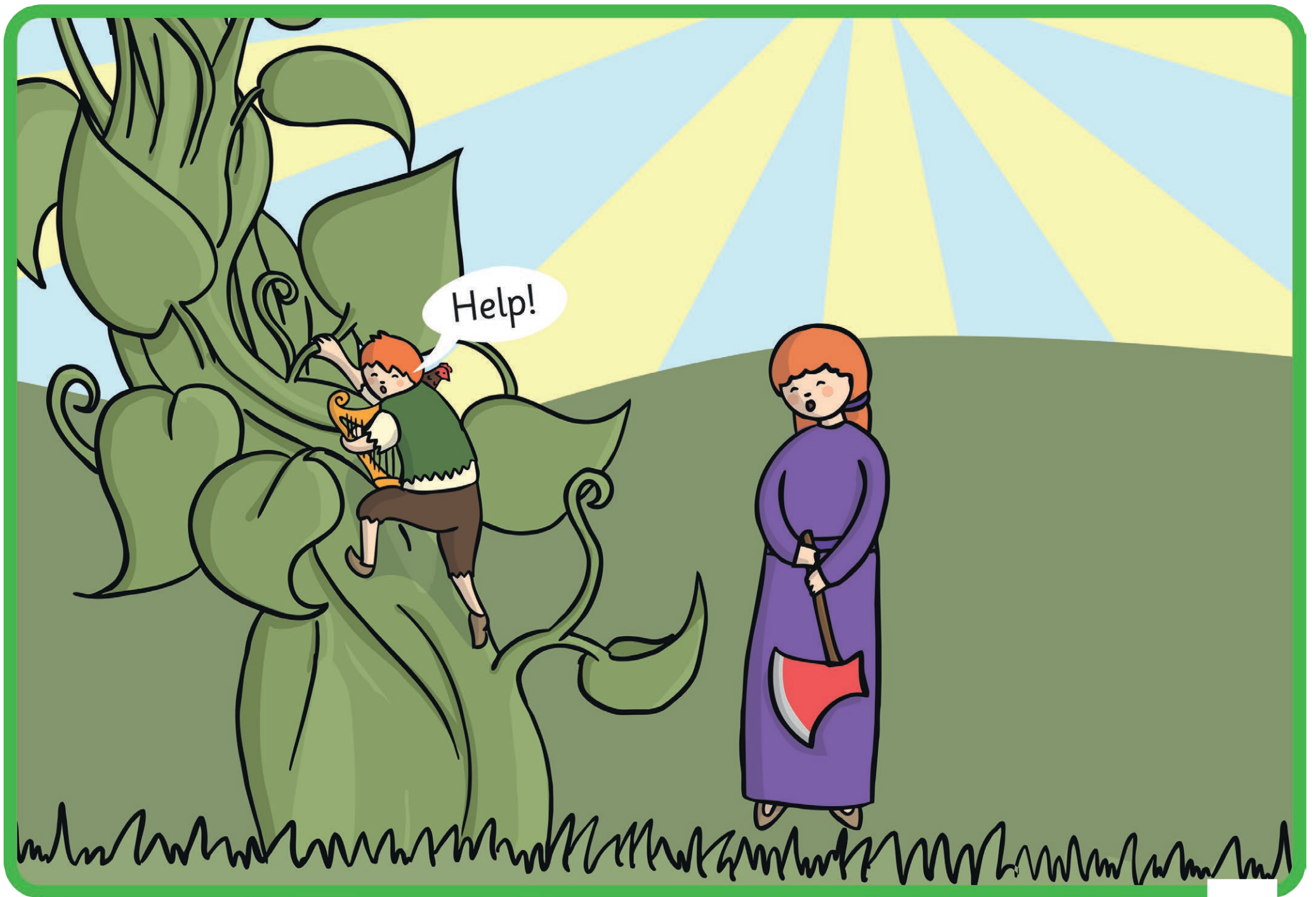




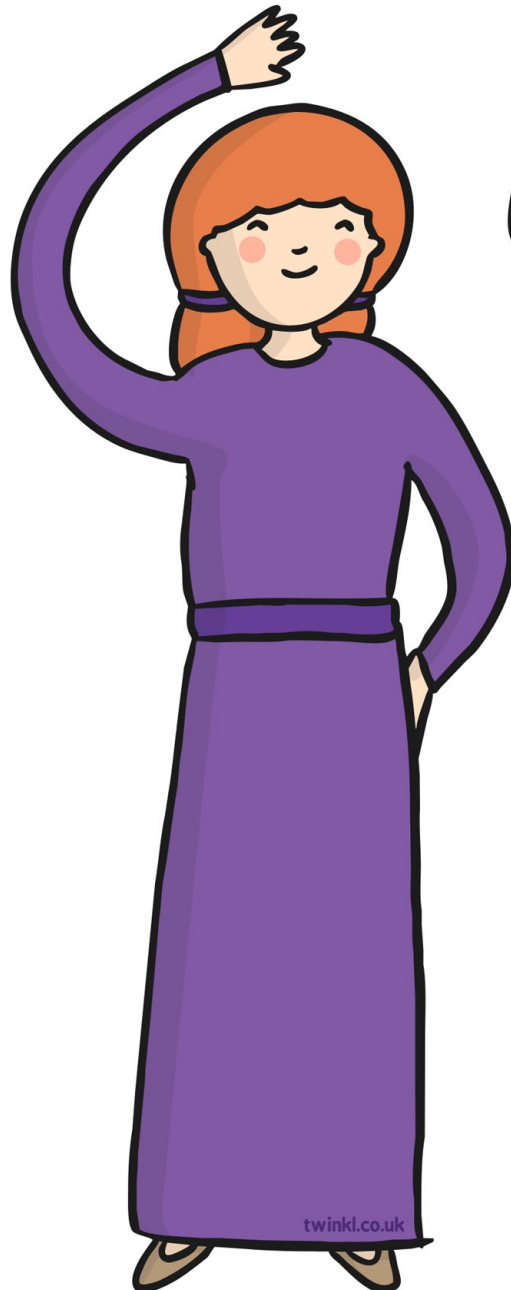
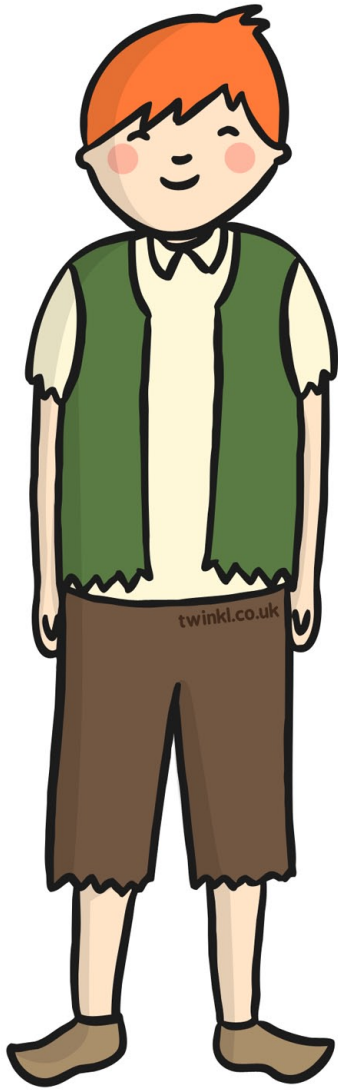


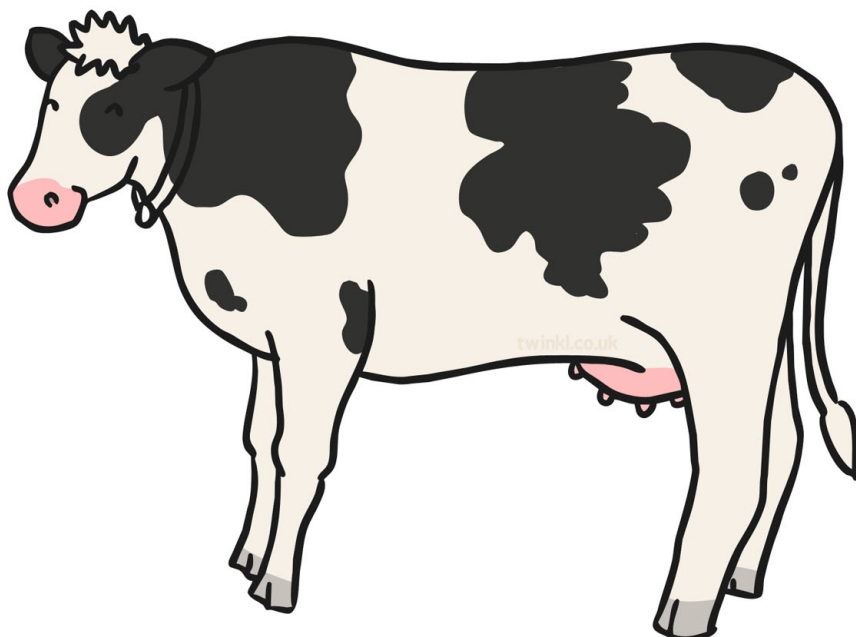
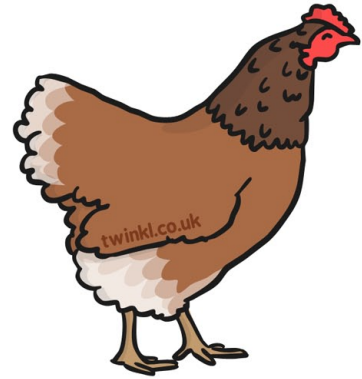


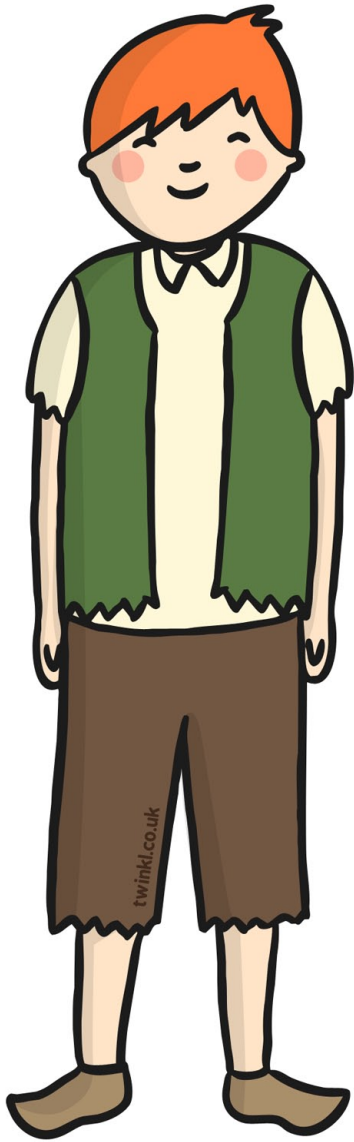














# Adult Teaching Suggestions

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 F

**In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group), retell some of the story.**

### Task

#### Activity 1 – Incy Wincy Spider

Use the [Incy Wincy Spider Sensory Resource Pack](#) to share the rhyme Incy Wincy Spider with the pupils. Using the [Incy Wincy Spider Story Sequencing Cards](#), support pupils to sequence the pictures, encouraging them to retell parts of the story.

#### Activity 2 – The Three Little Pigs

Use [The Three Little Pigs Sensory Story](#) and the [Three Little Pigs Story Sack](#) to share the story of The Three Little Pigs. Use the [Three Little Pigs Role-Play Masks](#) or [The Three Little Pigs Stick Puppets](#) to encourage pupils to retell parts of the story.

#### Activity 3 – Jack and the Beanstalk

Use the [Jack and the Beanstalk Sensory Story](#) and [Jack and the Beanstalk Story Sack Resource Pack](#) to share the story of Jack and the Beanstalk. Use the [Jack and the Beanstalk Stick Puppets](#) or the [Jack and the Beanstalk Story Sequencing Cards](#) to encourage pupils to retell parts of the story.