

**1: 2: T4:** to retell stories, giving the main points in sequence and to notice differences between written and spoken forms in retelling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences

**1: 2: T11:** to learn and recite simple poems and rhymes, with actions, and to re-read them from the text

***The Three Little Pigs***

**K 1** The first little pig in a house of **straw R** heard a tap tap tap on her little green **door. R**

“Little pig, little pig, let me come in,” said the big bad wolf with a big bad grin.

Then he huffed and he puffed and he huffed some more and down went the little pig’s house of straw.

**K 2** The next little pig was taking a **nap R** in her house of sticks when she heard a **tap R** and the big bad wolf with a big bad **grin R** gave a huff and a puff and blew her house **in. R**

**K 3** Then the big bad wolf, still up to his **tricks, R** went off to the third little house of **bricks. R**

“Little pig, little pig, let me come in,” said the big bad wolf with a big bad grin.

And he huffed and he puffed till his face turned red.

“My house is too tough,” the little pig **said. R**

“I’ll come down the chimney,” the wolf yelled, “Now!”

But the fire was lit and the wolf yelled, **“Ow!” R** and shot straight out in a cloud of smoke

as the third little pig gave the fire a **poke. R**

The wolf blew on his paws with a huff and a puff and he hobbled off home. He’d had enough.

*Marian Swinger*

title

3 key events

repeated phrasing

story ending varies in different versions

author

rhyming words that have rimes with different spellings

familiar phrases – these appear in most versions of the story

rhyming words that have rimes with matching spellings

final word in each pair of lines that rhyme – reader can predict what these are

**1: 2: T14:** to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version

**1: 2: W3:**

- to blend phonemes in words with clusters for reading
- to segment clusters into phonemes for spelling

**1: 2: S3:** to predict words from preceding words in sentences and investigate the sorts of words that ‘fit’, suggesting appropriate alternatives, i.e. that make sense