

# The Trampoline

**C** = Language comprehension

**W** = Word recognition

## Group/Guided reading

### Introducing the story

- C** (*Questioning, Clarifying*) Read the title to the children, pointing to the words. Ask: *What is a trampoline? Have you ever been on a trampoline?*
- C** (*Prediction*) Ask: *What do you think will happen in this story?*
- W** Pay attention to the tricky words used in the book. Read these words for the children if necessary, to help build familiarity before they read the story independently.  
*the went he she down oh*

### Strategy check

Remind the children to use their knowledge of phonics to sound out and blend new words.

### Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read.
- C** (*Questioning, Prediction*) Pause at the end of page 65-⑤ and ask: *What do you think will happen when Dad gets on the trampoline?*
- C** (*Questioning, Prediction*) Pause at the end of page 65-⑦ and ask: *Where do you think Dad has gone?*
- W** On page 64-②, ask children to sound out and blend *net*, *n-e-t*.

Talk about the grapheme "n" and ask them if they can think of any other words that contain the grapheme "n".

- W On page 64-③, point to the word *down* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Tell children that there is a word in the story that means the opposite of down and ask them to find it.

**Observing** Did the children point to each word as they read? Can they use their phonic knowledge to decipher new words?

### **Returning to the story**

- (Summarising) Ask the children to re-tell the story in their own words.
- (Questioning) Look again at page 64-② and ask: *Why is it important that Dad puts the net up around the trampoline?*
- (Analysing) Ask: *How do you think Mum, Wilf and Wilma felt when Dad bounced up but didn't come down again? Do you think they were worried?*
- (Analysing) Look again at page 66-⑧ and encourage the children to look at Wilf and Wilma's expressions. Ask: *How do you think Wilf and Wilma feel when they see Dad in the tree?*

### **Independent reading**

**Objective** Explore and experiment with sounds, words and texts. Read as independently as possible.

- W As they read, encourage the children to sound out and blend new words, for example *u-p*, *b-u-t*.
- W Support children with reading challenge words:  
*Wilma Wilf trampoline*  
If a word is too difficult, simply read the word for them.
- Remind the children that the text in speech bubbles shows that characters are speaking. Model for the children how to read all

the speech with lots of expression and encourage them to do the same.

**Observing** Did the children read the words by sounding out and blending phonemes all through the word from left to right? Did the children read with emotion and confidence?

## **Speaking, listening and drama activities**

**Objectives** Organise what they say; listen to others; take turns in speaking.

- As a class activity, sit with the children in a circle. Talk about the trampoline in the story and about Wilf and Wilma jumping on the trampoline. Encourage the children to tell you that Wilf and Wilma went up and down. Ask each child to think of sentence that includes the words *up* and *down*.
- Begin by saying '*I went up the hill ... then I went down the hill*'.
- Continue round the circle and ask each child in turn to say their sentence. Encourage and prompt children with ideas if necessary.

## **Writing activities**

**Objectives** To think about and discuss what they intend to write before writing it; to apply knowledge of letter/sound correspondence in helping the teacher to scribe.

- Tell the children that Dad ended up in the tree because he bounced too high on the trampoline.
- Explain that it is important to stay safe when you are playing on a trampoline and that you want them to help you to write a list of rules for playing on a trampoline.
- Write the heading Trampoline Rules on the board and ask children to give you some ideas for points to include in your

list.

- Scribe the children's ideas onto the board and add to them if necessary. Encourage children to use their phonics skills to help you to sound out and spell the words where appropriate.

### **Cross-curricular suggestion**

Physical Education – Remind children that it is important to stay safe and follow rules when playing sports. Encourage them to think about other sports where you need guidance to play safely and to produce sets of rules for some of them.