



The Trampoline

Written by Roderick Hunt and Annemarie Young. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Liz Miles.

Information about assessment and curriculum links can be found at the end of these Teaching Notes.

Group/Guided reading

Introducing the story

- Read the title to the children, pointing to the words. Ask: *What is a trampoline? Have you ever been on a trampoline?*
- Read the blurb on the back cover. Ask: *What do you think will happen in this story?*
- Point to the word *trampoline* and help the children to read this word. Sound out the individual sounds for the children and encourage them to blend the sounds together. Talk about the grapheme **m** and ask children to look through the book and find other words that contain this grapheme (*Wilma*). Ask: *Can you think of any other words that contain the grapheme m?*
- This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also a number of high frequency tricky words used in the book. These words are common but may not conform to the phonics teaching that children will have learned at this point. Read these words for the children if necessary, to help build familiarity before they read the story independently:

the went he she down oh

Reading the story

- Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Remind the children to sound out and blend new words, for example, *n-e-t, g-o-t*.
- On page 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**.
- On page 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.
- Pause at the end of page 5 and ask: *What do you think will happen when Dad gets on the trampoline?*
- Pause at the end of page 7 and ask: *Where do you think Dad has gone?*

Returning to the story

- Ask the children to retell the story in their own words.
- Look again at page 2 and ask: *Why is it important that Dad puts the net up around the trampoline?*
- 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?*
- Look again at page 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

- Introduce the story as in the Introducing the story section above.
- Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- As they read, encourage the children to sound out and blend new words, for example, *u-p*, *b-u-t*.
- Support children with reading tricky words.
- This book also contains a number of challenge words, which children may need more support with at this stage, but which enrich the story:

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.
- For suggestions of questions to ask the children and discussion points for after they have read the story, please refer to the notes on the inside covers of the pupil book.

Speaking, listening and drama activities

- 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 a 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

- 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.



The Trampoline (Oxford Level 1+) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- When prompted, can use illustrations to support talk about what is happening in a text and to predict what might happen next. (D) [ORCS Standard 1, 3]
- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) [ORCS Standard 1, 5]
- Is able to read some words from the YR high frequency word list. (READ) [ORCS Standard 1, 6]
- Can read most common CVC words automatically, without the need for sounding and blending. (READ) [ORCS Standard 1, 24]

Letters and Sounds: Phase 1

- *Decode and Develop* titles are designed to support children with the transition from phonic readers to richer reading with highly decodable stories. This title is approximately 60–70% decodable when read alongside *Letters and Sounds* Phase 1.

ENGLAND The National Curriculum in England: Reception

EYFS

The activities in this book develop all areas listed within the following Early Learning Goals: 01, 02, 03, 09, 10.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – Early Level

Listening and talking	I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-01c) As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings (LIT 0-10a)
Reading	I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a) I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write (ENG 0-12a / LIT 0-13a / LIT 0-21a) To help me understand stories and other texts, I ask questions and link what I am learning with what I already know (LIT 0-07a / LIT 0-16a / ENG 0-17a) I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways (LIT 0-19a)
Writing	Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message (LIT 0-26a)

WALES Foundation Phase Framework: Reception

Oracy	Learners are able to express what they like and dislike (YR_OracSpea.1) Learners are able to speak audibly (YR_OracSpea.6) Learners are able to join in, repeat or memorise rhymes, songs and stories with some support (YR_OracList.5) Learners are able to take part in activities alongside others, with some interaction (YR_OracColl.2)
Reading	Learners are able to recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – orally blend combinations of known letters (YR_ReadStrat.5i) Learners are able to read simple words such as consonant-vowel-consonant words (YR_ReadStrat.8) Learners are able to read simple captions and texts recognising high-frequency words (YR_ReadStrat.9) Learners are able to retell familiar stories in a simple way, using pictures to support (YR_ReadComp.1) Learners are able to follow texts read to them and respond appropriately (YR_ReadResp.2)
Writing	Learners are able to contribute to a form modelled by the teacher, e.g. through shared writing (YR_WritStru.2)

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1

Talking and listening	<p>Pupils can talk about their experiences (L1_com_talk.4)</p> <p>Pupils can use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3)</p> <p>Pupils can speak audibly to be heard and understood (L1_com_talk.5)</p> <p>Pupils can follow short, straightforward instructions (L1_com_talk.1iv)</p> <p>Pupils can make eye contact and take turns whilst engaging in conversation (L1_com_talk.6)</p>
Reading	<p>Pupils can understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i)</p> <p>Pupils can read and understand familiar words (L1_com_read.3i)</p> <p>Pupils can use language associated with texts (L1_com_read.4)</p> <p>Pupils can talk about what they read and answer questions (L1_com_read.5)</p>
Writing	<p>Pupils can express thoughts, feelings and ideas, from within their experience (L1_com_writ.2)</p>