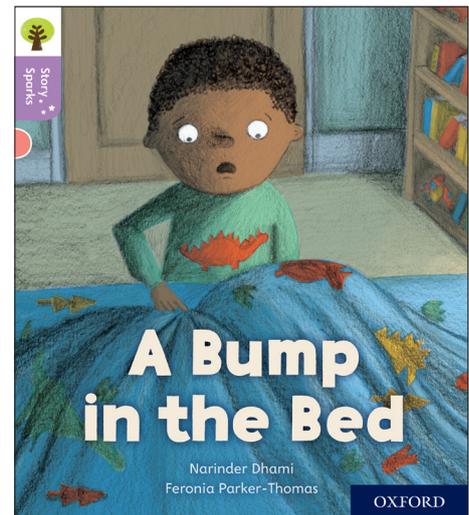


# A Bump in the Bed

**Author:** Narinder Dhani

**Illustrator:** Feronia Parker-Thomas

**Teacher's Notes author:** Teresa Heapy



## Synopsis

Tom sees a bump in his bed and is too scared to get into bed. Is it a fat rat or a big frog? Mum helps Tom pull back the sheets to find out what the bump is. It turns out it's only Tom's teddy bear!

## Group/Guided reading

### Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- Read the title together. Help the children to sound out and blend 'b-u-m-p'.
- (Predicting)* Look at the cover. Say: *I wonder what is making the bump in the bed.* Encourage the children to make predictions.
- Talk about Tom's expression on the cover. Ask: *How do you think Tom is feeling? Why do you think he is feeling this way?*
- Read p3 together and talk about what time of day it is. Ask: *What do you do before you go to bed? Do you have a special routine?*

## Strategy check: word reading

Before reading, draw the children's attention to the word reading strategies that they are currently developing. For instance:

- As they read, encourage the children to sound out and blend new words, e.g. 'h-e-l-p'.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending. There are also some high-frequency tricky words (also known as common exception words) in the book. Support the children with these words, explaining that they are tricky but also very common and useful. If a word is too difficult, simply read the word for them:  
**go to the no I**
- There are a number of story words used in the book. These include common words that may not conform to the phonics teaching that children will have learned at this point, and story-specific vocabulary that may be unfamiliar. They are listed and defined on the inside front cover. Explain to the children that these words may be challenging but they are important for the story. Read these words for the children if necessary, to help build familiarity before they read the book independently:  
**frog monster pull**

## Reading the story

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read. Once a child has decoded a difficult sentence, encourage them to read it again to check their understanding.
- On p3, support the children to read the text. Point to the words 'go' and 'to', and remind the children that these words can't be sounded out so they should learn to recognize them. Explain that these words will appear on other pages in the story.
- On pp4–5, draw the children's attention to the speech bubbles. Explain that each bubble has a tail to show you who is speaking. Ask the children to read both speech bubbles with appropriate expression and intonation. Check the children understand that the thought bubble shows what Tom is thinking.
- *(Predicting)* After reading p5, ask: *Do you think there is a fat rat in Tom's bed? Why?*
- After reading pp8–9, ask: *How do you think Tom is feeling here?* Encourage the children to make suggestions, then ask: *Is Tom more or less worried than he was on p4?*
- *(Predicting)* After reading p11, ask: *What do you think is really making the bump in the bed?*
- After reading p12, ask: *How do you think Tom feels now?*

## Returning to the story

- *(Summarizing)* Ask the children to retell the story in their own words. Encourage them to use the pictures as prompts.
- *(Clarifying)* Ask: *How did Tom and his mum find out what was making the bump in the bed? Do you think Tom's mum was worried about the bump in the bed?*
- *(Questioning)* Ask the children to work in pairs and to each think up questions about the story to ask their partner. Remind the children to take it in turns to ask and answer questions. Encourage the children to share any questions they don't know the answer to with the group.
- Ask: *What do you think will happen the next night? Will Tom be scared again?*

## Independent reading

- Introduce the book as in the Group/Guided reading section above.
- Encourage the children to read the book 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 b-u-m-p, T-e-d.
- This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. They are listed and defined on the inside front cover. If a word is too difficult, simply read the word for them.
- Remind the children to use the pictures to support them when reading the text.

## Speaking and listening

- Choose one child to take on the role of Tom and put them in the hot seat.
- Ask the other children to think of questions that they would like to ask Tom, for example 'Why were you scared?' 'What else did you think the bump could be?'
- Ask the child in role as Tom to consider how Tom would respond to each of the questions.
- Give other children an opportunity to take on the role of Tom in the hot seat.

## Writing activity

- Ask the children to draw something else that could have been under Tom's duvet. Encourage them to think of things which could make a bump shape.
- Support them to use their phonic knowledge to write a speech bubble for Tom next to their drawing: 'Is it a ...?'

## Cross-curricular suggestion

### Expressive arts and design

- Remind the children that on p9, Tom imagines a red monster is hiding in his bed.
- Ask the children to use various materials to create their own monster in 2D or 3D.
- Encourage the children to experiment with different colours and textures and to describe what they are making.

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## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Is beginning to hear and identify where sounds appear in words. (READ) (Pre-reading Standard, 18)
- Can use developing GPC knowledge to sound and blend simple VC and CVC words. (READ) (Standard 1, 5)
- Is able to read some words from the YR high frequency word list. (READ) (Standard 1, 6)
- Can talk about the main points/key events in a text, e.g. main story setting, events, principal character. (R) (Standard 1, 8)

### Letters and Sounds: Phase 2

- *Story Sparks* Level 1+ books are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction. These books tell a story using natural language, with a high proportion of phonically decodable words and a selection of high-frequency tricky words. Each book also has a limited number of non-decodable but achievable story words to enrich the language and expand children's vocabularies.

### ENGLAND The Early Years Foundation Stage Framework: Reception

|                                       | Early Learning Goals                                                                                                                                 | Book-related assessment pointers                                                                                                                                                                                        |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ELG 03 Speaking</b>                | Children express themselves effectively, showing awareness of listeners' needs. (ELG03.1)                                                            | Check the children consider how the character might respond when in role as Tom in the hot seat.<br><br>Check the children plan the questions they want to ask and listen to the responses, reacting where appropriate. |
| <b>ELG 01 Listening and attention</b> | Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (ELG01.2) | Check the children share predictions about what is really making the bump in the bed, listening to others' ideas.                                                                                                       |
| <b>ELG 02 Understanding</b>           | Children answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG02.2)                                    | Check the children are able to share their own experiences of bedtime/bedtime routines.                                                                                                                                 |
| <b>ELG 09 Reading</b>                 | Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG09.2)          | Check the children use their phonic knowledge to decode new words, e.g. 'bump', and begin to recognize high frequency tricky words, e.g. 'go'.                                                                          |
| <b>ELG 10 Writing</b>                 | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG10.1)   | Check the children use their phonic knowledge to write a speech bubble to go with their drawing.                                                                                                                        |

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

|                              | Experiences and outcomes                                                                                                                                                           | Book-related assessment pointers                                                                                                                                                                                        |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listening and talking</b> | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. (LIT 0-09b / LIT 0-31a) | Check the children consider how the character might respond when in role as Tom in the hot seat.<br><br>Check the children plan the questions they want to ask and listen to the responses, reacting where appropriate. |
|                              | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)                                   | Check the children are able to share their own experiences of bedtime/bedtime routines.                                                                                                                                 |
| <b>Reading</b>               | 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)            | Check the children use their phonic knowledge to decode new words, e.g. 'bump', and begin to recognize high frequency tricky words, e.g. 'go'.                                                                          |
|                              | 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)                           | Check the children can think of questions to ask a partner about the story.<br><br>Check the children can suggest how Tom is feeling at different points in the story.                                                  |

|                |                                                                                                                                                                        |                                                                                                  |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <b>Writing</b> | I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. (ENG 0-12a / LIT 0-13a / LIT 0-21a) | Check the children use their phonic knowledge to write a speech bubble to go with their drawing. |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|

### WALES Curriculum for Wales: Foundation Phase Framework, Reception

|                | Framework objectives                                                                                                                                                                                | Book-related assessment pointers                                                                                                                                                                                        |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Oracy</b>   | talk about things from their experience and share information (YR_OracSpea.3)                                                                                                                       | Check the children are able to share their own experiences of bedtime/bedtime routines.                                                                                                                                 |
|                | contribute to role-play activities using relevant language (YR_OracSpea.7)                                                                                                                          | Check the children consider how the character might respond when in role as Tom in the hot seat.<br><br>Check the children plan the questions they want to ask and listen to the responses, reacting where appropriate. |
| <b>Reading</b> | link and identify a growing number of spoken sounds to letters (YR_ReadStrat.4)<br>apply the following reading strategies with support:<br>- recognition of high-frequency words (YR_ReadStrat.6ii) | Check the children use their phonic knowledge to decode new words, e.g. 'bump', and begin to recognize high frequency tricky words, e.g. 'go'.                                                                          |
|                | predict an end to stories (YR_ReadComp.4)                                                                                                                                                           | Check the children share predictions about what is really making the bump in the bed, listening to others' ideas.                                                                                                       |
| <b>Writing</b> | mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences (YR_WritMean.1)                            | Check the children use their phonic knowledge to write a speech bubble to go with their drawing.                                                                                                                        |

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

|                              | Levels of progression                                                                                                                         | Book-related assessment pointers                                                                                                                                                                             |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talking and listening</b> | talk about their experiences (LI_com_talk.4)<br>use vocabulary from within their experience to describe thoughts and feelings (LI_com_talk.3) | Check the children are able to share their own experiences of bedtime/bedtime routines.                                                                                                                      |
|                              | take on the role of someone else (LI_com_talk.1ii)                                                                                            | Check the children consider how the character might respond when in role as Tom in the hot seat.                                                                                                             |
| <b>Reading</b>               | understand that words are made up of sounds and syllables and that sounds are represented by letters (LI_com_read.2i)                         | Check the children use their phonic knowledge to decode new words, e.g. 'bump', and begin to recognize high frequency tricky words, e.g. 'go'.                                                               |
|                              | talk about what they read and answer questions (LI_com_read.5)                                                                                | Check the children share predictions about what is really making the bump in the bed, listening to others' ideas.<br><br>Check the children can suggest how Tom is feeling at different points in the story. |
| <b>Writing</b>               | write words using sound-symbol correspondence (LI_com_writ.4i)                                                                                | Check the children use their phonic knowledge to write a speech bubble to go with their drawing.                                                                                                             |

A Bump in the Bed. By Lauren. How one pup decided to tuck herself into her owner's bed! COMMENTS. Facebook. Twitter. Pinterest. When these three pups take a nap together, one of them decides to get especially cozy by finding her way underneath the covers of her owner's nicely made bed! It's amazing how she managed to get under there without disturbing the sheets more. Watch as the owner devises a way to get her out