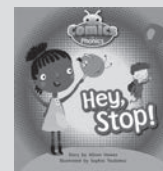


Phase 1 (wordless)

Hey, Stop!

Story by Alison Hawes
Illustrated by Sophia Toulitatos



Plot Summary

A girl spots that a boy's toy has fallen out of his bag. She shouts to tell him – but she can't be heard! Eventually she gets his attention and gives him back his toy. As a thank you, he gives her his balloon.

Wordless Books

Wordless books are a great way to encourage an interest in books before children start to learn to read. They aim to develop speaking and listening skills, a sense of story sequence, and an understanding of how books work.

Sound Spotters

Learning to make different sounds with their voices is an essential part of children's early reading development. This story can be used to increase the children's phonemic awareness, both of sounds all around them and sounds within words.

Gather together some objects that start with different sounds (e.g. cup, pencil, bottle, hat, stickers etc.). Ask the children to listen as you say a sound. Then ask them to point to the object that starts with the sound you have just said. Repeat this with several different sounds until all the objects have been chosen. If the children are confident, repeat the game but have the children take turns at saying the sounds.

Getting Started

Look at the front cover together. Ask: *What do you think is going to happen in this story? Do you think the little boy has forgotten something?*

Look at the word 'S-t-o-p' in the title together. Say each phoneme from left to right, then the word. Write the phonemes for all children to see and then ask the children to blend one phoneme at a time to say the word together.

Now turn to the back cover and read the blurb and child's comment to the children. Ask: *What is that man doing? Why do you think Max might not have been able to hear Anna?*

During Reading

Go through the book with the children and ask them to tell you what is happening on each page. Emphasise the importance of taking turns, and of listening as well as speaking. Tell them to watch out for all the sounds in the story!

P2: Ask: *Where do you think the boy is walking? Can you see his green toy? What happens to it? Who spots it?*

P3: Ask: *What is the girl saying? Why can't the little boy hear her? Let's all shout together like the girl! Can you make the sound of the drill, too?*

P4: Ask: *What is the girl shouting now? Why can't she be heard? What song do you think the man is singing? Let's all sing it together!*

Talk about why the girl thinks it's so important to get the toy back to the boy. Ask: *How would you feel if you lost your favourite toy? Do you think the boy knows he has lost his toy?*

P5: Ask: *What do you think the girl is saying now? How is she saying it? Why can't the boy hear her? Let's all make the sound of the bus!*

P6: Look at the top picture. Ask: *What is happening now? What is the girl saying – and how is she saying it?* Now look at the bottom picture. Ask: *What is the girl doing now?*

P7: Look at the top picture. Ask: *How do you think the boy is feeling? Have you ever felt like that?* Now look at the bottom picture. Ask: *What do you think the boy is saying to the girl?* (Explain that he is telling her to wait.).

P8: Check the children understand that the boy has given the girl his balloon. Ask: *Why do you think he's done that? How do you think they are both feeling now? What might they say to each other?*

After Reading

Ask the children to go back and re-tell the story to you, using the pictures in the book to prompt them. Make sure they give their re-telling a clear beginning, middle and end.