

Phase 1 (wordless)

Miss Polly Had a Dolly

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Plot Summary

Miss Polly's dolly is sick. Polly calls the doctor who tells Polly to put her dolly to bed. The doctor gives dolly some medicine and she gets better!

Wordless Books

Wordless books are a great way to encourage an interest in books before children start to learn to read. They also help to develop certain skills for reading:

- They help children to understand how books work.
- They get children used to concepts such as covers, titles and blurbs.
- They help to develop speaking and listening skills.
- They help children to develop a sense of story sequence.
- They help to understand rhyme and rhythm.

Rhyming Pairs

Regularly reading rhyming books and singing rhyming songs is an essential part of children's early reading development.

Look at the front cover of the book and read the title several times, encouraging the children to say it too. Ask the children what they notice about the words 'Polly' and 'Dolly'. (They sound similar.) Introduce the word 'rhyme' if the children do not already know it. Ask: *What other rhyming words can you think of?* (For example, cat/mat, ball/fall, dog/log, etc.)

Now ask the children to get into pairs. One child thinks of a word and their partner thinks of a word that rhymes with it. Then the children swap roles.

Getting Started

Look at the front cover together again.

Ask: *Can you point to Miss Polly in the picture? Can you point to her dolly? What else can you see in the picture?*

Look at the back cover. Tell the children that the back cover of a book usually tells us more about the story. Say: *We call the words about the story on the back cover the 'blurb'.* Read the blurb to the children. Praise them if their guesses about the picture were correct.

During Reading

Take the children through the book, page by page, inviting comments and suggestions as to what is happening. Draw out contributions from all the children, directing specific questions to more reluctant contributors, if necessary. Emphasise the need to listen carefully to what others say and to take turns speaking.

P1: Ask: *Do you think Dolly is happy or sad? Why?*

P2: Ask: *What has happened to Dolly's face?*

P3: Say: *Miss Polly is on the phone to the doctor. What do you think she is saying? Point out Dolly's expression. Ask: How do you think Dolly is feeling?*

P4: Ask: *What can you see around the doctor's neck? Use the word 'stethoscope' and explain it is used to listen to a patient's heartbeat and breathing.*

P5: Ask: *What do you think the doctor might be saying? What do you say when you are ill or have hurt yourself? Encourage the children to make sounds like 'ouch' (emphasising the /ch/ sound).*

P6: Ask: *Why do you think Miss Polly looks sad too? (Draw out that she has to put Dolly to bed and can't play with her any more.)*

P7: Ask: *What is the doctor giving Dolly? Why? Explain that most people take medicine at some time to help them get better.*

P8: Ask: *Why is everyone looking happy now?*

After Reading

Tell the children that this story is based on a rhyme. Sing the rhyme to the children or listen to it using the eBook audio. Sing or play it several times and encourage the children to join in. Look at the pictures in the book as you sing along.

Ensure the children enjoy the music, rhythm and words. Highlight the repetition with claps or little jumps (e.g. three claps for 'sick, sick, sick', etc.) Ask them to listen very carefully to see if they can spot more rhyming words, (e.g. sick/quick, hat/tat, head/bed, spoon/soon).