

## Teaching Notes & Resources

### Key Stage 2 / 3

#### Themes:

- ✓ **The role of young carers:** Explore and celebrate the strength and resilience of young carers like Audrey. Shedding light on their hidden struggles, sacrifices and the courage they demonstrate in caring for their loved ones.
- ✓ **Community connections and helping each other:** Understand the value of community and kindness, as neighbours come together to assist each other and make a difference in each other's lives.
- ✓ **The power of the postal service:** Discover the significance of the postal service and the role of Mo, the postman, as a symbol of support, illustrating how simple acts of writing letters and delivering mail can impact lives.
- ✓ **Overcoming fear and suspicion:** Follow Audrey's journey in confronting her fears of the mysterious neighbour and learning to trust in the kindness of others, highlighting the importance of empathy in breaking down barriers.

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## About the book:

I can't remember how old I was when I started collecting stamps.  
All I know is I've got a whole shoebox full of them.

Mam used to help me collect them too, but that was before she got so ill that she lost her job, her friends . . . everything.

Now it's my job to take care of her, and my little brother and sister too. So, I've turned Mam into our secret: a secret not even my best friends, or Mo, our postman, can ever find out about.

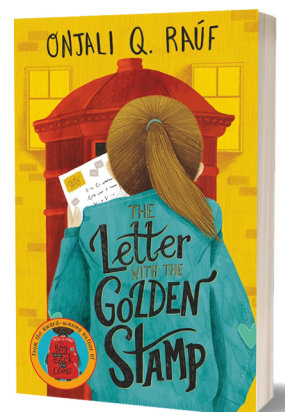
I have to keep her hidden from everyone. Especially from the stranger in the house across the street. The one who no one has seen and who I know is spying on us. The one I think might be Them.

I need to find a way to save Mam and, thanks to my box of stamps, I think I know exactly how...

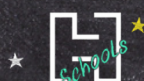
Celebrating the hidden army of young carers daily keeping their loved ones alive behind closed doors, and the everyday s/heroes that surround them, *The Letter with the Golden Stamp* delves into the fears and hopes of young Carers everywhere, and the invisible sources of kindness knocking on all our doors.

## About the author - Onjali Q. Raúf:

Onjali Q. Raúf is the founder of Making Herstory, an organisation that encourages men, women and children to work together to create a fairer and more equal world for women and girls everywhere; and O's Refugee Aid Team through which she delivers emergency aid and support for frontline refugee aid response teams in northern France and Greece. She was awarded an MBE in 2022 for her services to literature and women's rights. She is the author of *The Boy at the Back of the Class*, *The Star Outside My Window*, *The Day We Met The Queen*, *The Night Bus Hero*, *The Lion Above the Door*, *Hope on the Horizon*, *Where Magic Grows* and *The Letter with the Golden Stamp*.



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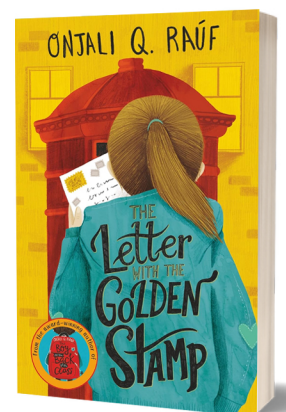
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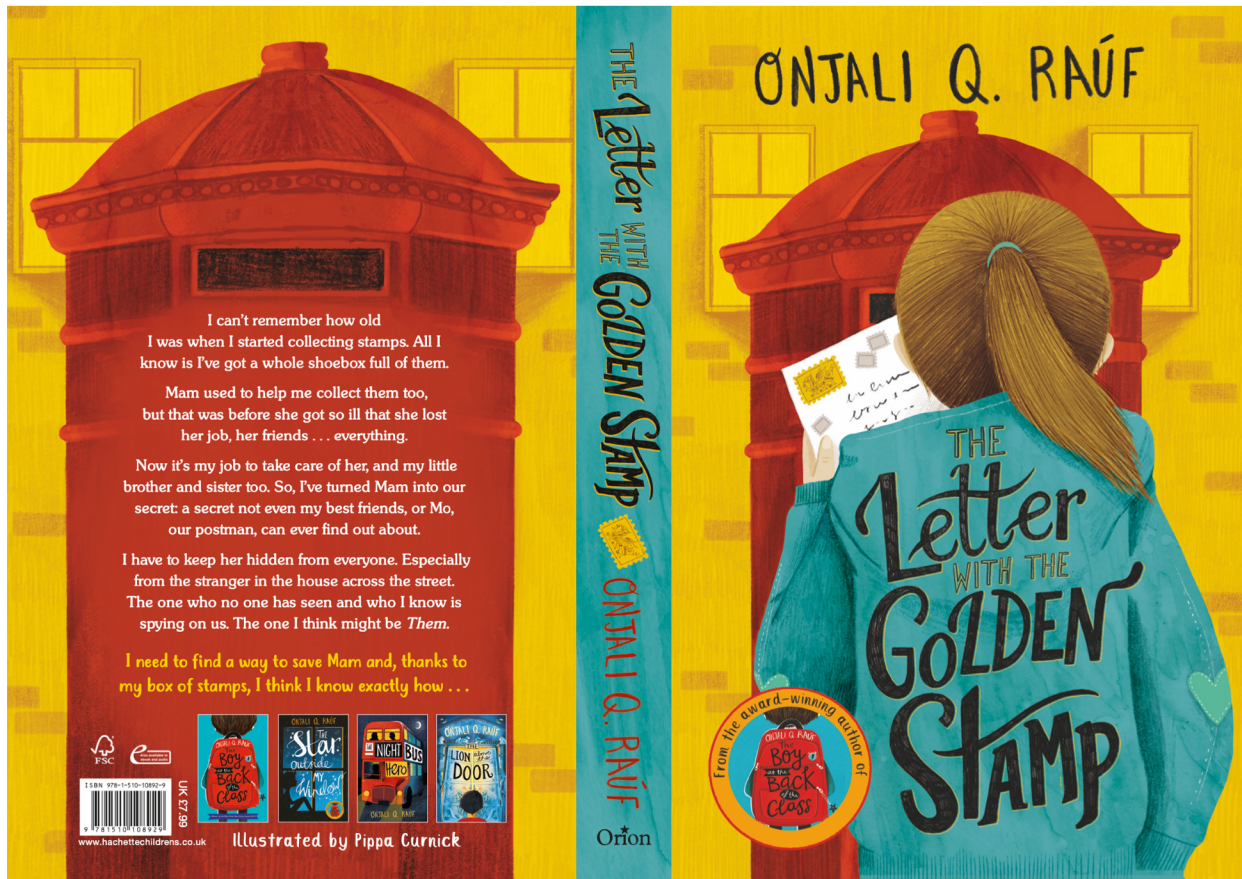
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## PRE-READING: COVER, BLURB AND INTRODUCTORY QUESTIONS



### Discussion questions:

1. When you look at the front cover, what's the first thing that catches your eye? Was it the girl in the centre or perhaps the letter she's posting? Or did something else immediately stand out to you?
2. Can you identify the author and illustrator of the book? Look for their names on either the front or back cover. Have you read any other books by this author or illustrator before? If so, which ones? Find the name of the book the author has won awards for in the past. You should be able to spot it on the cover.
3. What type or genre of story do you think this book might be? (e.g. fantasy, adventure, etc.)
4. The book is called '*The Letter with the Golden Stamp*'. Why do you think the author chose this title? Do you know what a stamp is and when we use one? What might the golden stamp symbolise in the story?
5. Based on the clues on the front cover, what do you think the book might be about? Feel free to brainstorm different possibilities and share your predictions on where you think the story might lead.
6. Now, let's read the blurb together. What do you imagine the main character's daily life is like? Can you guess what challenges they might face in the story? How do you think they feel about these challenges?
7. Who or what do you think "Them" could be? Why do you think the main character worries about Them?
8. What do you think would happen if the main character's secret is discovered? Do you think she'll be able to keep her secret from her friends and the people in her community?
9. Which part of the blurb interests you the most? Does it leave you with more questions than answers?
10. After seeing the cover and reading the blurb, how do you feel about reading this book? Why do you feel that way?



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## EXTRACT 1: AUDREY'S APPEAL

(from CHAPTER 12 - LIFE LINES: page 159 and pages 162-165)

*“The plan was super simple: I had my Tad Bucket List and I had Tad’s address. All I had to do was get the list to him. There’s one easy way of getting a message to someone when you only have their address. And that’s by the Royal Mail. I was going to write my tad a letter and ask Mo to post it for me by special services. I was sure there was a secret special services for post people that was faster than what normal people used, so it’d get to Tad in no time!*

*‘That night I finished the letter I had started just the night before, writing it out in my best handwriting so that he’d be proud of me.’*

*Dear Tad,*

*I hope you remembar me, even thogh it’s not Chrismas yet. Its me. Audrey. Your daughtrter. I hope your well and remembar Kat and Peck too. Thank you for all your presents. We still play with them and I love all my books.*

*I found your adress in Mam’s room, and I hope its ok, but I wanted to wriite to you becose we need your help.*

*Mam is’nt well and the doctor says shes not going to get better if she does’nt get help. She needs some things that the NHS and doctor Adeola cant give her. She needs*

- 1. A bath Room next to her bed Room - thats an on sweet.*
- 2. A shower she can walk into.*
- 3. A wheelchar thats elektric.*
- 4. Hand rayls so she can walk.*
- 5. A lift for the stayrs so she can go up and down easy.*

*Are they things you can get for us? I thoht becos you get us what we want for Chrismas evry year, it mihte not be hard for you to help Mam get thes things too. She never aksed you for a present, and I wo’nt this year eether if you can help. She needs them soon too befor things get too bad, or sh’ll have more and more pain and the pain killers wont be able to kill all the pain like they did befor.*

*I hope you can help and that you ar’nt lost any more. Even thogu London is bigger then Abertawe, and mite make you lost for a long time.*

*Pleese wriite back or come back and help Mam. Kat and Peck cant remembar whot you look like, and I cant remembar whot you sound like anymor. You do’nt have to stay for ever. Just a short bit to help Mam. Or if you do’nt want to come to Wales again, then maybee you can just send all the things we need.*

*I do’nt want Mam to get taken away or get wurse. Or us to get taken. And I no pepole are spying on us. Pleese help.*

*Lots of love, your daughtrter,*

*Audrey xxxxOxxxO (the x’s are kisss and the os are hugs in case you did’nt kno.)”*



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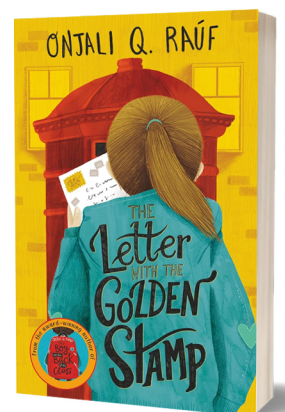
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## EXTRACT 1: AUDREY'S APPEAL

(from CHAPTER 12 - LIFE LINES: page 159 and pages 162-165)

### Discussion questions:

1. What does Audrey ask Tad for help with? Can you list the things Audrey says her mother needs?
2. Do you think Audrey's plan to send a letter to Tad will work? Why or why not?
3. What do you think Audrey meant by "the secret special services for post people"?
4. When Audrey includes Xs and Os at the end of her letter, what does she say these symbols represent?
5. If you were to give Audrey advice on improving her letter-writing skills, what suggestions would you offer?
6. Why do you think many people don't write letters anymore?
7. What do you think are some reasons people might write letters instead of using text or email?
8. Can you think of a time when you wrote a letter to someone? How did it make you feel?
9. Have you ever received a letter from someone? How did that make you feel?
10. Who would you choose to write a letter to and why?



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# ACTIVITY 1: FROM PEN TO POST

## Discussion questions:

- If possible, create an inviting display of assorted letters on the table to spark the children's curiosity. Ask them if they know what a letter is and if they have ever received one.
- Explain that a letter is a written message sent from one person to another, serving as a special way to communicate. It carries a personal touch, shows thoughtfulness, creates a tangible and lasting record of communication, allows heartfelt and meaningful expression and can make the receiver feel valued.
- You may also want to show them some examples of old letters, either by printing replicas or showing images, and discuss how people used to communicate before phones and computers.
- Refer back to the provided extract where Audrey writes a letter to her father, Tad, seeking his help. Use this to introduce or recap the basic parts of a letter: greeting, body, closing and signature.
  - The greeting is the opening, as seen when Audrey starts with "Dear Tad."
  - The body is the main part, such as when Audrey talks about home and asks for help.
  - The closing is how you finish the letter, like Audrey ending with "Lots of love, your daughter".
  - The signature is where Audrey writes her name at the end to show it's from her.
  - Depending on time, you could also discuss additional elements commonly found on letters, like the date, recipient's address and sender's address, to increase their knowledge and understanding.
- After covering these, explore how letters reach their intended recipients. Encourage the children to share their ideas on how letters are delivered, recording their range of responses on the board.
- Then, explain how the postal service, the Royal Mail in the UK, plays a crucial role in this process. They collect letters from post boxes or post offices, sort them based on their destination and transport them to the recipient's local post office for delivery by dedicated postpeople, like Mo does in the story.
- Additionally, talk about the concept of postage stamps and how they cover the cost of postage, and the various types of delivery services offered, including first class, second class and special delivery.
- Let the children know that as more people rely on technology, balance busier work and home lives and embrace faster communication methods, not as many people write letters anymore, which can make it seem like a lost art. However, it's a wonderful way to connect with others and share memories.
- Tell the class that they will now have the opportunity to write a letter to a family member or friend of their choice.
- Next, distribute the necessary materials for letter writing, including paper or the activity sheet and pens. Encourage the children to write about anything they want: their day, their feelings, their favourite things, etc. Circulate around the room to provide support and feedback as they work on their letters.
- After they complete their letters, distribute envelopes to each child or guide them in making their own. Help them to correctly address the envelopes, offering the option to use their own address if known or providing the school address if personal information cannot be shared. This activity provides a valuable learning opportunity for children to become familiar with their own address. As an extension, you may choose to simulate a delivery service by delivering the letters to the recipients.





## EXTRACT 2A: SECRET STRUGGLES

(from CHAPTER 2 - THE ROOM AT THE TOP OF THE STAIRS: pages 32-33)

*“After Tad left, it became my job to help as much as I could and keep us all together – which meant making sure no one knew about Mam’s condition. Up until a few weeks ago, that didn’t really mean too much work, because Mam could still do things like look after herself and walk around – even though it was hard. All I had to do was make sure she had taken all her medicines and open the bottles for her because her hands can’t open the lids any more. And sometimes cook dinner. I tried to roast a chicken once, but it set itself on fire, so after that I stuck to things that came in a packet and are easy to cook. Luckily Mam’s favourite meals are fish finger sandwiches or chicken-flavoured noodles from a packet, and I can make those easy. She used to be able to do everything else by herself, but now she needs more help, like with cutting up her food, or carrying her cup of tea or walking upstairs – because sometimes her hands start shaking and she spills things or she falls down.”*

## EXTRACT 2B: BISCUITS AND BILLS

(from CHAPTER 8 - THE INVITATIONS: pages 114-115)

*“I looked up and saw Mam searching for things to give to us for tea. She found an old packet of Rich Tea biscuits and, shaking her head, slowly placed one on each of our plates, next to our jam sandwiches. I looked at the bread packet and realised we only had a couple of slices left, and barely any butter. I’d seen Mam pretend she wasn’t hungry loads of times so that there’d be food for me and Kat and Peck. I had been so busy with the house across the street and doctor’s orders and the exams, I hadn’t realised it was that time of the month again. I should have guessed sooner, because of all the white envelopes Mo had been delivering all week – the ones that had nothing inside them except bills. I hate those white envelopes. They eat and gobble all of Mam’s money like big fat caterpillars that make holes in everything. Including hearts. But the worst thing is, I can’t help her when they arrive. Not even one little bit. I still have to wait seven whole years before I can get money to help. Being nine means I don’t count as a “young carer” yet, even though I’m young and I do care for Mam just as much as I can.’*

*‘There was only one solution. I had to become the one thing I knew how to be without anyone ever teaching me: and that was a lifter criminal.’*

## Discussion questions:

1. How does the main character’s role change in their family after Tad leaves?
2. What responsibilities does she have to take on?
3. Do you think it’s fair that Audrey has to take on adult responsibilities at such a young age? How do you think she might be feeling?
4. Can you describe a time in the text when the main character feels particularly overwhelmed by their responsibilities?
5. What is Audrey’s reaction to seeing the white envelopes and why does she feel this way?
6. How much longer does she say she has to wait to receive money as a young carer?
7. At the end of the second extract, Audrey mentions becoming a “lifter criminal”, which means she is stealing as a solution to her family’s financial struggles. Is this the right thing for her to do?
8. Can you think of any other solutions Audrey could consider instead of stealing? Or do you think she feels like she has no other choice?
9. Have you heard of young carers or do you know someone who is a young carer?
10. How can we show kindness and support to classmates who might be young carers or going through tough times at home, like Audrey? What are some ways we can help families in our community who might be facing similar financial challenges?



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## ACTIVITY 2: EVERYDAY HEROES

**Teacher Note: In this lesson, please be mindful of any children in your class who may be young carers. Approach the topic sensitively, ensuring they feel respected and supported.**

- Begin with a brief discussion on responsibilities children may have at home, such as chores like setting the table, hoovering or washing up. Explore how they feel when doing these tasks and ask them to share both positive aspects, such as feeling helpful and responsible, earning a bit of pocket money, and learning valuable life skills, as well as any challenges, such as having less time for leisure activities.
- Transition the discussion to the topic of young carers by explaining that while many children have responsibilities at home, some have additional caregiving duties that go beyond typical chores.
- Ask children if they know what a "young carer" is and invite them to share their thoughts.
- Define "young carers" as children under the age of 18 who take on significant caring responsibilities for a family member with a disability, illness, mental health condition or addiction.
- Talk about the different tasks young carers might do, such as cooking, cleaning, helping with personal care or providing emotional support and personal care.
- Share statistics from the back of the book, like "Did you know over one million young carers are in the UK, some as young as five? Many like Audrey keep it secret, so the true number remains unknown."
- Encourage empathy by asking them to imagine how they would feel if they were in the shoes of a young carer, juggling multiple responsibilities. Relate this to Audrey's situation, where she feels she has no choice but to steal to help her family. Discuss whether this is right or wrong and what other ways they think she could get help, like seeking support from teachers, friends or community organisations.
- Engage the class in a discussion about the daily challenges faced by young carers. Consider how balancing caregiving duties with schoolwork, friendships, and personal time can be tough. Highlight their remarkable resilience, suggesting they should be seen as super s/heroes. Then, explain the activity: to create their own fictionalised young carer superhero to honour and celebrate their qualities.
- Ask the children to brainstorm ideas for their young carer superheroes. They can think about the superhero's name, appearance, superpowers and backstory. Remind them to consider how their superhero's abilities and experiences relate to the responsibilities and duties that young carers do.
- Provide the children with art supplies such as the activity sheet, blank paper, markers, coloured pencils and other art materials. Allow them time to create visual representations of their young carer superheroes based on their brainstorming ideas, encouraging creativity and originality in their designs.
- Once the children have completed their creations, give them an opportunity to share their work with the class. Each child can present their superhero, explaining its name, appearance, powers and backstory.
- Discuss how their superheroes embody and reflect the resilience and strength of real-life young carers and display their creations around the classroom to celebrate the children's creativity and promote awareness about young carers.



## ACTIVITY SHEET 2: SUPER S/HERO

Your young carer superhero name:

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## EXTRACT 3A: SPY SUSPICIONS

(from CHAPTER 1 - BEHIND DOOR NUMBER 33: pages 14-15)

“‘Anyway,’ I say, continuing, ‘I hate not knowing things. Especially important things, like who’s living across the street from me. I knew whoever was inside wasn’t a ghost or a monster or a robber. My hypnosis told me whoever was in that house was actually . . . a spy.’

I wait for Sergeant Anita to nod at me, but instead she looks at Georgie with her eyebrows all scrunched up.

‘Your . . . “hypnosis”, Audrey?’ asks Georgie. ‘What do you mean?’

I frown back at both of them. ‘You know – when your brain comes up with a way to explain things,’ I say, surprised they don’t know. Weren’t grown-ups supposed to know all the words? ‘It was my hypnosis. My guess.’

‘Ah! You mean hypothesis,’ says Sergeant Anita. As soon as she says it, I know I’ve said the wrong word. ‘Oh!

Yeah – that’s what I meant.’ Then, leaning to the machine, I say, ‘Scratch that from the record, your honour,’ just like they do on TV, and I continue.

‘My hypothesis hunch told me it was an invisible secret-agent spy who had moved in across the street just so they could spy on me and Peck and Kat and Mam. I didn’t have any proof – not just then. It was just a feeling I got whenever I looked at the house and saw all its dark windows. You see, it’s my job to know absolutely everything, because knowing everything is the only way I can keep my family – and our secret – safe.’”

## EXTRACT 3B: DOORBELL DISCOVERY

(from CHAPTER 21 - ON THE OTHER SIDE OF THE STREET: pages 275-276)

“‘I don’t think anyone will answer the door,’ I said. ‘But give it to me anyway.’

Taking the poster from Kavi, I crossed the road and, walking right up to the red door, I rang the bell.

‘Monster, come out!’ whispered Kat, as she ran up and poked her fingers through the letterbox. Peck stood by Kavi and Inara as they all came and stood next to me.

I rang it again, and then a third time, but just as I’d expected, everything stayed sil—

‘Yes?’

I stared up at the lady who had appeared in front of me with a sudden swish of the red door. She had a brown ponytail and was wearing a white cardi over the coolest dinosaur dungarees I had ever seen.

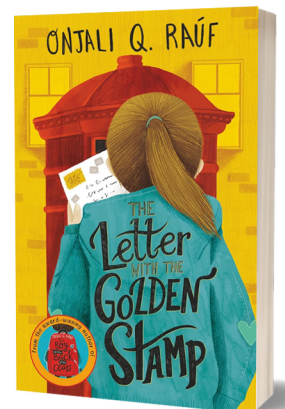
‘Erm . . . I just – I just wanted to give this to . . .’

I held out the poster and quickly tried to take a look inside the house. But it was so dark I couldn’t see a thing. The woman smiled. ‘Thank you – looks like an interesting poster. I’ll pass this on to David. I’m sure he’d love you to wash his car again.’

‘Again?’ I asked. ‘You mean – you – he – did see us then?’

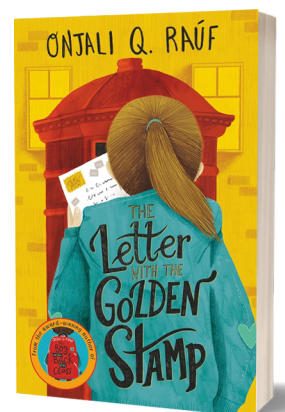
The woman grinned at me. ‘Yes – you’re the girl who lives over the road, aren’t you? Just across the street? You all washed his car and sent him a message in a turtle bottle, didn’t you? That didn’t half make him laugh. Thank you for that.’

‘The spy’s name is David?’ blurted out Kavi.”



## Discussion questions:

1. What word does Audrey use incorrectly to describe her thoughts about who lives across the street? (hypnosis)
2. What is her hypothesis about the person living across the street? Why does she think they're a spy?
3. Is Audrey's hypothesis based on factual evidence or just a feeling?
4. Why does she feel it's her responsibility to know everything? Do you think she is actually being too nosy?
5. Describe Audrey's encounter at the door. How does she feel when the lady answers?
6. What do we learn about the lady who answers the door? How does Audrey respond to this information?
7. How does Kavi react to the revelation about David? Why do you think he blurts out his question?
8. Have you ever made assumptions about someone without knowing them? How did it turn out?
9. Do you think assumptions contribute to our fear of others? How does this affect our interactions with people?
10. How might Audrey's perceptions change after her discovery at the door?



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## ACTIVITY 3: BEING AWARE OF ASSUMPTIONS

- Start the lesson by reading aloud the first extract to the class. In this part of the story, Audrey shares with the police officer her hypothesis, which she mistakenly refers to as her hypnosis, about the new neighbour who has recently moved in across the street. She believes this neighbour is a spy who is monitoring her family's activities, possibly intending to report them to social services.
- After reading the first extract, engage the class in a discussion about Audrey's assumptions and biases and how they relate to making unfair judgments about others. Explain that assumptions and biases are ideas or beliefs that we have about people or situations without having all the information.
  - Use open-ended questions to encourage critical thinking and reflection, such as:
    - What assumptions does Audrey make about the new neighbour across the street?
    - How does Audrey's assumptions affect her perception of the neighbour?
    - Have you ever made assumptions about someone without knowing them? How did it turn out?
    - What do you think Audrey could have done differently before making assumptions about them?
- Encourage children to consider the consequences of making assumptions and discuss strategies for overcoming fear, suspicion and biases. Stress the importance of getting to know someone before forming opinions about them.
- Next, read aloud the second extract to the class. In this part of the story, Audrey visits the neighbour's house to deliver a poster and has an unexpected encounter.
- Discuss how Audrey's initial assumptions are challenged when the lady at the door reveals her identity, along with that of the man she cares for and provides details about her role in his life and his lifestyle.
- Highlight the appreciation expressed by David, the man receiving care, for the act of kindness demonstrated by Audrey and her friends, as mentioned by the lady at the door.
- Discuss with the class the act of kindness displayed by Audrey and her friends, where they washed David's car and explore how this action made them feel. Then, broaden the conversation to discuss other acts of kindness children have experienced or witnessed. Encourage them to share how these acts made them feel and discuss the positive impact of kindness on both the giver and the recipient. Talk also about the varying scales of acts of kindness, highlighting how they can be both big and small.
- Finally, distribute kindness sheets (the activity sheet) to the children and ask them to write down one act of kindness they intend to do to spread positivity and make a difference in the lives of others. This could be something as simple as helping a classmate with their work, complimenting someone, or picking up litter in the playground.
- End the lesson by encouraging children to practise empathy and acts of kindness towards others in their daily lives. You could even organise a classroom or school-wide kindness campaign where children and classes perform acts of kindness towards each other and members of the community.



## ACTIVITY SHEET 3: MY ACT OF KINDNESS

Today, we talked about the power of kindness and how small acts can make a big difference. Now, it's your turn to spread kindness! Choose one act of kindness from the list below or come up with your own. Write it down and make a commitment to carry it out.

1. Help a classmate with their work.
2. Compliment someone and make their day brighter.
3. Hold the door open for someone.
4. Share something with a friend.
5. Write a thank-you note to someone who has helped you.
6. Clean up litter in your classroom or playground.
7. Listen to someone who needs to talk.
8. Offer to help a teacher with a task.
9. Invite someone who is sitting alone to join your group.
10. Say "hello" and smile at everyone you meet today.

My Act of Kindness: \_\_\_\_\_

I commit to carrying out this act of kindness to spread positivity and make the world a better place!

Signature: \_\_\_\_\_

Remember, even small acts of kindness  
can have a big impact!



## POST-READING QUESTIONS: DEEPENING DISCUSSIONS

### Plot Analysis:

- Can you summarise the beginning, middle and end of *The Letter with the Golden Stamp* in your own words?
- What was the most exciting part of the story for you? Why do you think it stood out?

### Getting to Know the Characters:

- Who is your favourite character in the story and why?
- Can you think of a character in the story that you would like to be friends with? Why?

### Character Development:

- How do you think Audrey felt at the start of the book? How did she feel by the end?
- Were there any characters whose actions surprised you? How did your opinion of them change as you learned more about them?

### Family and Friends:

- How is Audrey and her family similar to or different from you and your own family?
- How did her friends help her during the story? Do you think having supportive friends is important when facing challenges?

### Facing Challenges:

- What are some of the biggest challenges Audrey faces in the story? How does she try to overcome them?
- How does the theme of resilience emerge throughout the book? Can you think of a time when you or someone you know showed a sense of resilience in the face of difficulty?

### Community Support:

- In what ways does the community in the story support Audrey and her family?
- Can you think of ways to support someone in your community who is going through a tough time?

### Helping Each Other:

- What are some ways people in the story help each other out? Can you think of ways you help your family or friends when they need it?
- How do you feel when someone helps you? Why do you think it's important to help each other?

### Reflecting on the Book's Messages:

- What do you think the author wants readers to understand or learn from reading this book?
- Can you think of a lesson you learned from the story that you could use in your own life?

### Continuations and Sequels:

- Can you imagine a sequel to the story?
- If so, what do you think might happen next in Audrey's life?

### Author Interaction and Future Reading:

- If you could ask Onjali Q. Raúf one question about this book or how she writes, what would it be?
- Do you think you'd like to read more books by this author in the future? Would you recommend this book to a friend? Why or why not? Why or why not?



## ADDITIONAL ACTIVITIES AND INNOVATIVE IDEAS

- **Author Study and Q&A Session:** Find out more about the author of the book, Onjali Q. Raúf and arrange an in-person Q&A session or virtual visit where children can ask questions about the writing process and inspiration behind the story.
- **Stamp Design Challenge:** Discover the fascinating art of stamp design through an engaging activity! In this challenge, children will have the opportunity to create their own postage stamps. Whether inspired by the book's themes or their personal interests, children can let their creativity soar. They can sketch scenes from the story or pay tribute to the people or places that inspire them.
- **Caring for our Community:** Ask children to research local or national organisations and initiatives that support young carers and their families. Encourage them to brainstorm ways in which they can contribute to or raise awareness about these causes to empower them to make a positive impact in their community and support those who may be facing similar challenges to the characters in the book.
- **Guest Speaker:** Invite a local postal worker to share insights into their daily responsibilities, the importance of their role in delivering mail and packages, and the challenges they face. Children will gain a deeper understanding of the postal system and the vital role postal workers play in connecting communities.
- **Postal Service Simulation:** Transform the classroom into a mini postal service station where children take on roles such as postal workers, couriers and customers. Create a system for sending and receiving letters, packages and parcels within the classroom, complete with postage stamps, post boxes and delivery routes. Through this hands-on simulation, children can gain a deeper understanding of how the postal service operates and the importance of communication in society.
- **Act It Out:** Divide children into groups and assign them scenes from the book to act out. Encourage them to immerse themselves in the characters' perspectives, motivations and emotions and enrich their comprehension of them as they bring the book to life through performance.
- **Creative Book Covers:** Let imaginations run wild as children draw their own book covers for *The Letter with the Golden Stamp*, inspired by the original illustrations by Pippa Curnick. They can have fun exploring different designs and colours to capture the essence of the story in their own unique way.
- **Character Interview Podcast:** Task children with creating a podcast where they conduct fictional interviews with characters from the book. They can prepare questions based on the characters' experiences throughout the story, offering insights into their perspectives and the themes of the book.
- **Postcard Exchange:** Hold a postcard exchange where children correspond with peers from other schools or locations by sending and receiving postcards. Encourage them to share interesting facts or personal stories on their postcards to develop cross-cultural communication and global awareness.
- **Mail Rail: Unveiling London's Underground Postal Network:** Learn about the history of the Mail Rail, a fascinating underground railway system that once played a pivotal role in transporting mail beneath the bustling streets of London. Explore its origins, from its construction in the early 20th century to its closure in 2003, and uncover the technological innovations that made it possible.



## NATIONAL CURRICULUM OBJECTIVES - KEY STAGE 2

### English

#### Spoken language

Pupils should be taught to:

- develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play/improvisations and debates

#### Reading – comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
  - recommending books that they have read to their peers, giving reasons for their choices
  - identifying and discussing themes and conventions in and across a wide range of writing
- understand what they read, in books they can read independently, by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

#### Writing: composition

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)

### Art and design

Pupils should be taught:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### PSHE (taken from Programme of Study for PSHE education: KS1-5)

Pupils learn:

#### Families and close positive relationships

- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

#### Shared responsibilities

- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

