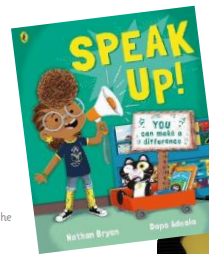


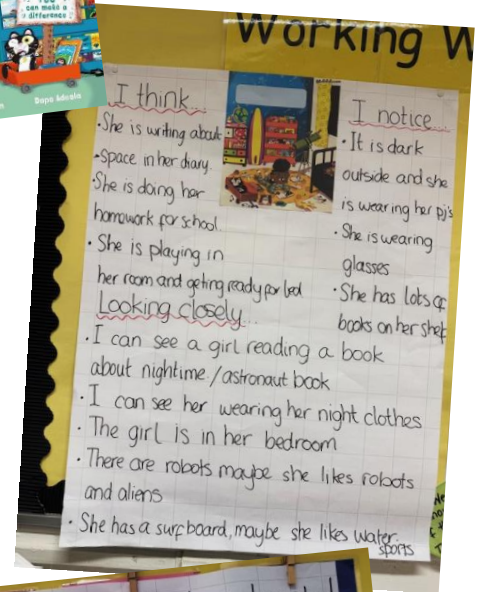
Speak Up! In year 1

The children began with structured book talk, using sentence stems such as "Looking closely..." and "I notice..." to support careful observation, discussion and the development of spoken language.

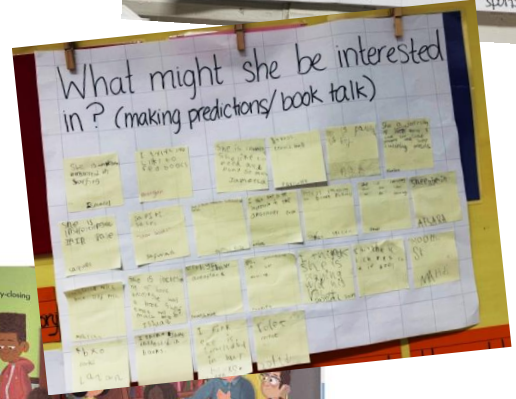


Share the picture of Rocket in the first page of the book – in her bedroom showing the reader her telescope.
Read aloud the text and ask the children to respond to what they have heard.
Explain that the girl in the image is the main character in the new book that you will be exploring together and you want to find out more about her and what the children think about her. Remember to ask WHY?

- What do we learn about her from this picture?
- what is she wearing?
- Why do you think she is wearing this?
- can ch make personal connections with text
- what does this picture tell us about her?
- what do you notice about her body language?
- what does this suggest about her interests?



I think...
I notice...
Lookly closely...



How is Layla the librarian feeling?
How do you know?
Why do you think she is feeling like that?

Share image of Layla the librarian - cover text so children are not able to read.
Ask: do you think Layla the librarian email rocket look upset
what might they be reading? what do you think the paper says on it?



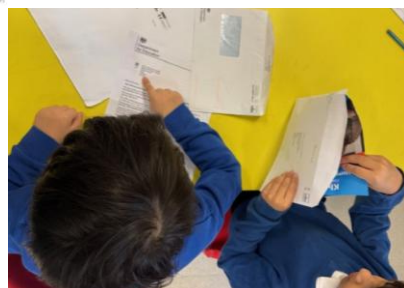
Remember we are NOT allowed to use the word sad!!!
That is a boring word :(



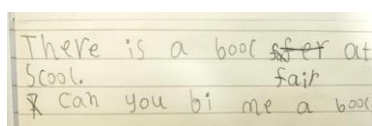
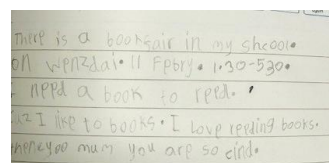
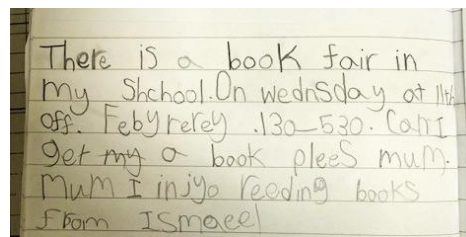
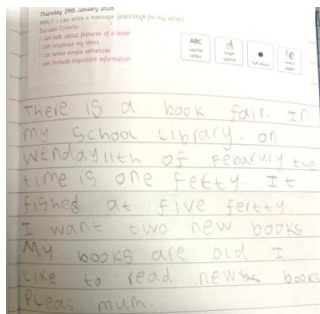
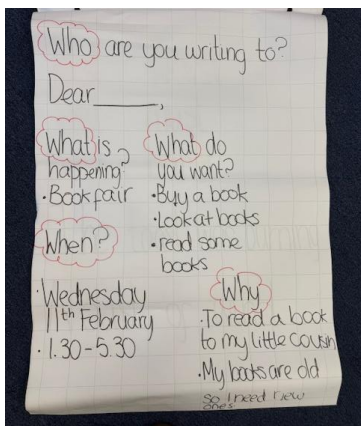
- Why isnt anyone eating food or smiling at the party?
- How would you feel if our school library was closing?
- What would happen if we had no school library?
- What would you do if our library closed down?
- What would you do to stop it closing?

We then explored a letter received by the character Rocket from Noah. Alongside this, the children examined a range of real-life letters (school mail hoorah!), discussing their purpose and identifying key features such as the greeting, main message and ending. This helped to make the learning meaningful and showed the children how letters are used in everyday life.

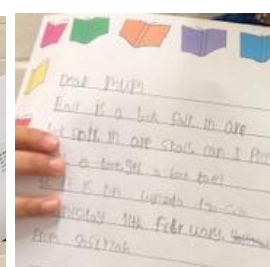
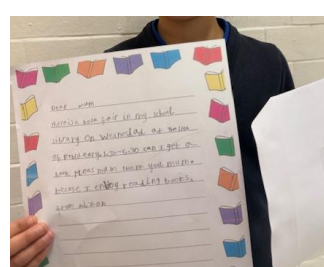
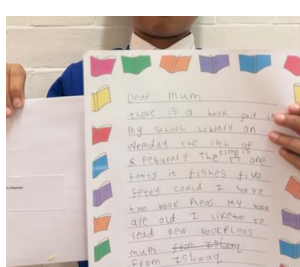
Show us real life examples of letters, including invitations. Do you get letters at home? who delivers them? what does the envelope have on the back of it?



Building on this learning, we turned our attention to our own school library. The children discussed the importance of libraries and considered the challenges schools face with tight budgets (Booo)! They explored what might happen if our Marner school library had to close and generated thoughtful ideas to support it and keep our library running, including bake sales, book donations and, ultimately, organising a book fair. (The book fair was already planned for to take place during our parent's conference day).



The children then applied their planning by writing persuasive letters to their parents, encouraging them to attend the school book fair during parents' conference day in order to help raise money for the school library.



To conclude the unit, the children went on a local walk to the post box, where they posted their letters home. This real-life experience gave purpose and excitement to their writing and reinforced their understanding of how written communication is used beyond the classroom.



This sequence of learning supported the development of persuasive writing skills, sentence structure, vocabulary and an understanding of audience and purpose, while also fostering a strong sense of community and responsibility.

