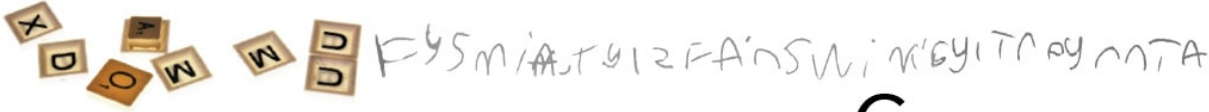




S L E T T E R S &



'My message is for the secret man. He doesn't know where he is, so I need to post my message to him: Hello secret man, I wrote you a letter so you know I know your secret.' Annabelle [4:6]

B I Z Z

'Constance, did you see the bird?' Alexis [4:6]
 'No?' Constance [4:8]
 'It's head's fallen off, it's dead.' Alexis [4:6]
 'The poor bird!' Constance [4:8]
 'We could write him something, a letter?' Ella [4:7]
 'Then he will know we're his friends. If we write to him he will let us play with him even if he's dead. We can put it right by his side'. Constance [4:8]



Children have discovered the power of words to do ordinary and exceptional things. They recognised from the beginning that writing is a way into the world of adult work; they have written on nursery sign-in sheets, copied notices of the day's menu, visited offices within the nursery to see who uses words there and why. But they have also made a new place called *Postworld* in which familiar roles of 'scanning' and 'sorting' are combined with extraordinary jobs - like organising secrets, writing letters to a dead bird, and exploring the coded nature of language in communications with 'the secret man'...

C



R



'If we're going to work here we have to do everything, not just one simple.' Sara [4:6]

E

'I'm the scanner. I need to scan your letters.' Austin M [4:1]

T

J A B Y S E U O C A N I N O V O
 Y A A I F N A D O V E N I J
 G M J F D C E I J T W J A L
 O M A S C I O A N U L I G M A
 G A N F H U M E U F O M O N
 Y S J M U E I D N A G Y M I I

S

