



English Key Stages 3 and 4 Notes for Teachers and Facilitators

Community: Never Give to A Beggar

Ten films exploring the complex issues surrounding homelessness and people's attitudes to those who live on the street. The links provide additional resources: statistics, case studies and responses to supplement the film clips.

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Structure

The first section, '**Digest**', provides an overview of 10 films available in the Never Give to a Beggar section of the TrueTube website with brief outlines for the sort of work that might be carried out as prompted by each film, a combination of the films and additional research. Many of the activities suggested for one particular clip could be translated for other films. The suggestions are in outline form and will need working up into full lesson plans. It is unlikely that you would want to use all of the films – the intention is to allow a pick and mix approach.

The suggested activities are followed by two tables providing '**Key Stages 3 and 4 English Programme of Study References**' these relate to the ideas for work outlined in the 'Digest'. Again as you add to the digest suggestions you can amend the curriculum mapping documents. The mapping is based on the new QCA programmes of study issued to schools in September 2007 for implementation in September 2008.

Next you will find some suggestions for '**Summative Activities**' that draw on a range of the work completed on individual films and a table providing the key curriculum references for these.

The final section provides examples of more '**Detailed Lesson Plans**' including curriculum references. It is intended that these detailed plans will be extended over the next few terms, depending on the level of demand.

DIGEST





1 Word on the Street [1:23]



Description: Do you give to beggars? *Word on the street* is an interview with eight young people from around the UK giving their opinions on homelessness. The film provides a balance of attitudes with four negative and four more sympathetic responses.

Comment: The approach is chatty and colloquial, so ideas tend to be undeveloped, but it does provide a starting point for discussion. It is also good for getting students to concentrate on use of appropriate language for audience and purpose.

Ideas for work [circa 2 hours]

	1. In groups, or pairs, ask students for their response to the instruction: 'Never Give to a Beggar'. Share some responses with the whole class.	10 minutes
	2. Watch <i>Word on the street</i> and ask students to record their responses to each of the views expressed, for example, in terms of: <ul style="list-style-type: none">• how they would respond to the young person's answer• what they learn about 'begging' from the responses• what question they would like to ask the individual• how the individual expressed themselves and how persuasive they were (discuss why)• comparing the negative and positive responses – which group were most convincing (discuss why)• how the student's attitudes to the issue colour their responses to the young people's responses The responses could be recorded on a pre-constructed sheet to ensure all points are covered. Alternatively, jot headings on the board.	20-30 minutes
	3. Ask students to video record their own response to the question, 'Do you give to beggars?' You could limit the timing to around 20-30 seconds.	1 hour
	4. Watch the individual responses and compare them to those of the young people in the film. If they were better, how and why? (For example, time for preparation, could rehearse expression, use of standard English (?) ... knowledge of purpose audience etc)	30 minutes

2 NCH (National Children’s Homes): Real Stories [6:48]



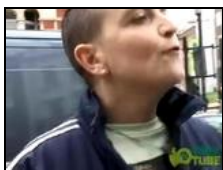
Description: A film created by the National Children’s Home presents four teenagers’ (Clare, Peter, Ryan, and Steph) explanations of how they ended up on the street. One boy’s mother died when he was young and he had to look after his father with ME. When this became too much for him he moved out. He lived with friends and neighbours until he outlived his welcome. Too young to receive social security he couldn’t pay for a room when he lost his job. One of the girls explains that she moved around a lot in care placements and so didn’t make the friends or connections that could help her. She describes her anger at her lack of involvement in decisions about her life. The second girl says that she was forced to leave her foster placement when she reached 18. She didn’t want to go into the hostel that was available for her, because it had a bad reputation for drugs. The final boy explains that he didn’t like his mum’s boyfriend. After one particular argument when he left the house and broke a fence, his mother had him arrested for criminal damage. Subsequently she wouldn’t let him back into the house. Social Services gave him £5 a day, but according to the boy they wouldn’t, or couldn’t, get involved. The message at the end of the film says that those in care are sixty times more likely to end up on the street.

Comment: Very emotive use of film and music (*Mad World* – Gary Jules) – powerful message, stimulus for empathic response. The film provides a great stimulus for looking at purpose, audience and author’s/creator’s intention.

Ideas for work [circa 4-6 hours]

	1. Discuss reasons why students in the class think some people end up homeless and begging?	15 minutes
	2. Watch the <i>NCH: Real stories</i> film. Ask students to reassess views expressed in response to <i>Word on the street</i> – if they’ve changed, explore why.	30 minutes
	3. If necessary watch the film again and ask students to list as many reasons for homelessness as they can, based on the accounts the young people give. This could be extended by doing further research (see Links section). This list can also be extended as more of the films in the <i>Never Give to a Beggar</i> section are watched.	20-45 minutes
	4. Ask students to identify the feelings the young people expressed about their homelessness and talk about how they would feel if they suddenly had nowhere to live.	15 minutes
	5. Analyse the impact the film has on the viewer and how this is achieved by the film-maker. (This could form the basis for a piece of written media analysis – discuss the composition of multimodal texts)	15minutes – 1 hour
	6. Using the film as a stimulus, and potentially some extracts from literary texts, such as, <i>Stone Cold</i> by Robert Swindells, ask students to write an imaginative piece describing a day or week in the life of a beggar. Focus on the impact they want to have and how, through writing, they can achieve atmospheric effects and influence their readers. Focus on consistency of viewpoint, voice and use of emotive language.	2-3 hours

3 Real Story: Billie [2:11]



Description: *Big Issue* seller Billie talks about begging and selling the magazine. Having been on the streets on and off for seventeen years, Billie admits to being stupid in the past and admits her former drug addiction. According to Billie, selling the *Big Issue* has given her the means to sort her life out. It's not been without problems, but she says that she now has sense of purpose and ambition.

Comment: Eloquent, honest description. Lively, engaging character who would provide a great model for a piece of descriptive writing.

Ideas for work [circa 2 ½ hours]

	<p>1. Watch the <i>Real Story : Billie</i> film. Having listened to Billie's story, ask students to add to their list of reasons for homelessness. Draw attention to her comment that the worst comment she gets when trying to sell the <i>Big Issue</i> is, 'Get a job.' Her response is that they don't know her circumstances. What does the viewer learn about Billie's circumstances? What is stated and what is implied?</p>	<p>15 minutes</p>
	<p>2. In pairs students should talk about their responses to this individual – what does she make them think/feel and what do they learn from her? If time, role-play an imagined conversation with Billie. Get the students to say what they would like to ask her.</p>	<p>15-30 minutes</p>
	<p>3. Students could compare this clip with <i>NCH: Real stories</i> film – similar content but portrayed very differently. Explore with the group, the characteristic features of each. Which has more impact (if either) and why? Look at strengths of both. You could produce a sheet to provide the headings to record the comparisons, or jot some headings on the board, for example: characterisation; shots/camera work; dialogue; use of music; location etc</p>	<p>30 minutes</p>
	<p>4. Having looked at two different approaches to imparting information through the medium of film, ask pupils to write a proposal for a public broadcast film for TV – 30-45 seconds to help people understand the causes and impacts of homelessness (and what could be done). Look at audience and purpose – how might students persuade TV executives to present film?</p>	<p>1-2 hours</p>

4 John Bird [3:10]









Description: In the interview with John Bird; founder of the Big Issue and candidate for Mayor of London, he talks about how he is helping people on the street (providing the *Big Issue* to sellers for 60p so they can sell it on for £1.50). Once on the streets himself, he shows an obvious concern for the plight of the homeless and the resulting problems, not least the fact that, as a country, we are wasting billions of pounds keeping the homeless in a hopeless and destitute condition. He outlines the need for an organised programme of rehabilitation and weighs the potential cost of this against the alternative, that is, the cost to the prison, health and other social services. He says that he does not give to beggars as it keeps them dependent and on the street. Instead he maintains that they need more practical help. Consequently, if individuals want to help they should support one of homeless charities.

Comment: Hard-hitting, quite brutal in description of problems associated with homelessness. Lots of interesting points make it an ideal film for practising note-taking and summarising skills.



Mention of rent boys might make it less suitable for younger learners.

Ideas for work [circa 4+ hours]

	1. Watch the film and then re-pose the initial question, 'Should you give to beggars?' Explore reasons why and how attitudes have changed. Discuss what makes John Bird's advice so convincing.	20 minutes
	2. Students could summarise the interview and compare what they remember of the salient points.	30 minutes
	3. Invite students to research the various charities that support the homeless and decide which one they would most like to support and why. A good place to start is www.everyclickschools.com . Go to their list of charities and type in homeless and visit the various home pages.	30 minutes- 1 hour
	4. Explore whether there is something they can do to raise money for chosen charities (as individuals, a school or community group). Bird's inventive solution was based on an idea from New York – ask class to brainstorm so other approaches ...	30-minutes- 1 hour
	5. In groups students could create a questionnaire and try to interview someone who works directly with the homeless or homeless charities (face-to-face, telephone or by email). If possible they should video and edit the responses (and upload to TrueTube)	>1 hour
	6. Ask students to explore the problem of homelessness in their local area and find out what agencies support them.	1 hour

5 What's a Beggar? [0:56]



Description: A short, stylised film consisting of a, music track and video, but without words or audio commentary. The main images are of a coffee cup collecting money, and a young person drinking, smoking and eating a sandwich. The purpose is to hypothesise about or illustrate preconceptions about where money goes when given to a beggar.

Comment: Provocative – opportunity to stimulate discussion and the use of imagery to convey a message.

Ideas for work [circa 2 ½ hours]

	<p>1. Watch the film and ask students to make a note of the key images they remember and then speculate about the audience and purpose for this film. What are the key messages?</p>	<p>10 minutes</p>
	<p>2. Ask them to discuss whether it works and why.</p>	<p>20 minutes</p>
	<p>3. Give students a brief from a virtual educational charity in which they are asked to create a photo story for a magazine and/or a one-minute video story for an educational charity's website. The point of view could be the beggar's. Ask them to work out who the film is for, why it might be produced and how they are going to achieve the impact they want. (The resulting film(s), may be peer evaluated, and could be uploaded to TrueTube)</p>	<p>2-3 hours</p>

6 Drama [3:02]



Description: Dramatised depiction of two very different people's views of homelessness. The film focuses on Sarah, an 'ordinary' person's, 'confused' and potentially naive views on homelessness against how Matt, a homeless person, describes his situation.

Comment: Dramatised summary of two points of view. This could be seen and work completed earlier in the scheme – straight after *Word on the Street*.

Ideas for work [circa 2 ½ hours]

	<p>1. As a class watch the drama and compare attitudes to Sarah's responses. Discuss how students think the film-maker wanted them to react and why they think this (compare uses of imagery). Discuss the importance of editing and how even real-life reports can be presented for different purposes.</p>	<p>20 minutes</p>
	<p>2. Either, ask pairs to write a script in which Sarah and Matt meet, or to improvise the meeting and use this as the basis for a script. You could use Matt's statement, 'People don't realise how tough it is on the street' as a starter. Alternatively, students could write their own drama to illustrate how people respond to beggars. In planning this they should think about the points they want to make and how to achieve the impact they want. (If time make the video.)</p>	<p>2 hours</p>
	<p>3. Discuss with the class how convincing the drama is compared to the interviews and real life stories. Begin to discuss art as a political statement – influences of art.</p>	<p>10 minutes</p>

7 Real Story: Danny [1:51]



Description: In an interview, Daniel Ferguson talks about his time trying to help the homeless and why he had to give up due to the emotional strain. He advises those who care about issues, to spend some time with homeless people, give money to charities that help and above all to remember that they're human beings with feelings, just like the viewer.

Comment: Interesting perspective and strong message.

Ideas for work [circa 2 hours]

	1. Watch the film and ask students to add to notes on reasons for homelessness and what can be done to support those in this position.	30 minutes
	2. Explore the questions that individuals would like to ask Danny and why. (If possible interview someone who is still doing the job that Danny had).	30 minutes
	3. Imagine the highs and lows of working with homeless people.	30 minutes
	4. Compare some of the films watched so far: drama, interview, talking heads, montage – discuss which present the message most powerfully and why? Compile a list of the pros and cons of each.	30 minutes





8 Ken Loach [01:34]



Description: Interview with film director Ken Loach who changed the way the world sees homelessness with his film *Cathy Come Home*. Made in the mid 1960's, it was developed by a journalist who was doing research into homelessness. The point of the film was to say 'this is not acceptable'. As a result of the film, councils, who formerly didn't have to house husbands, only wives and children, changed their policy.

Comment: Potentially surprising that homelessness was such an issue in the 1960s – seen as a more recent phenomenon, probably because begging more prevalent.

Ideas for work [circa 7-11 hours]

	1. Watch the film with students and discuss the role artists have in changing the way society sees issues. Set students the task to research other art forms that explore contemporary issues – paintings, photography, films, music, literature ...	2-3 hours
	2. When the students have researched a range of pieces of art, ask them to write a description of one that has personal impact and explain why.	1 hour
	3. Ask students to create their own piece of 'art' to explore their ideas and attitudes to begging. (Could be a cross-curricular and/or group project).	2-5 hours
	4. Students could present their work on video and share it with a wider audience through the TrueTube site.	2 hours

9 Real Story: Mick [2:31]



Description: Homeless man, Mick, talks about his life on the street. He explains that after his wife died he had a mental breakdown which resulted in his children being taken into foster care. He has been in London 2 years, and became homeless and started begging after he ran out of money. Mick comments that some people are nice and come and sit talk, others throw coins and shout, ‘Get a job.’ Mick says he wants to work. According to the interview there is little available accommodation and a lack of knowledge about the issues surrounding homelessness.

Comment: In light of other clips – could provoke quite complex response to his vulnerable situation.

Ideas for work [circa 3 hours]

	1. Watch the film and ask students to focus on what Mick says about people’s responses to him. Ask them to consider how they have responded to beggars in the past and the way they’ll respond in future.	15 minutes
	2. Create a 30 second video response to the question, ‘Would you give to Mick?’ Keep it impromptu/fast and then analyse clarity of expression and whether their intentions were conveyed sufficiently clearly.	15 minutes
	3. Students could write Mick’s story either in the first person or from the point of view of his brother or one of his children. Explore with them how the first person account would differ from his family’s point of view. Focus on the use of emotive and atmospheric language, appropriate dialogue/dialect as well as consistency of point of view.	2 hours
	4. Ask students to imagine/improvise a conversation with Mick. What would they advise?	30 minutes







10 Debate [01:38]



Description: Yashi and Dave talk about the pros and cons of giving to beggars. The views expressed in this film are not necessarily those held by the actors.

Comment: Quite extreme views, but credible.

Ideas for work [circa 4 ½ hours]

	1. Before watching the film, distribute a copy of Yashi's script and ask students to write their responses to her views.	30 minutes
	2. Watch the film and ask students to compare their responses with Dave's.	20 minutes
	3. Ask students to identify the main issues discussed and to create a table of the views held by Yashi and Dave. Ask students to add their own personal view. (4 column table: Issue, Yashi's View, Dave's View, Personal Stance).	30 minutes
	4. Extend table with further work using Facts and Figures section of site and own research to form the basis of a discursive essay.	1 hour
	5. Plan a balanced response to the discursive essay, 'Should You Give to Beggars?' Work on connectives to join arguments and ideas. Look at complex sentences that link and extend ideas. Model approaches.	1 hour
	6. Write essay; this could be as an article for a student newspaper or magazine.	1-2 hours

Key Stage 3 English Programme of Study references for 'Ideas for Work'

The following curriculum references refer to the main work undertaken in the ideas for work section of the digest. Other developments & objectives may be taught by extending the ideas or using a combination of the films. Main objectives are indicated by ✓✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
1 Key concepts										
1.1 Competence										
a Being clear, coherent & accurate in spoken & written communication.	✓	✓		✓		✓		✓	✓	✓
b Reading & understanding a range of texts, & responding appropriately.	✓✓	✓	✓	✓	✓			✓	✓	
c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.										
d Being adaptable in a widening range of familiar & unfamiliar contexts					✓					✓
e Making informed choices about effective ways to communicate formally & informally			✓		✓	✓	✓	✓	✓	✓✓
1.2 Creativity										
a Making fresh connections between ideas, experiences, texts & words, drawing on a rich experience of language & lit.		✓			✓	✓		✓		
b Using inventive approaches to making meaning, taking risks, playing with language & using it to create new effects.		✓								
c Using imagination to convey themes, ideas & arguments, solve problems, & create settings, moods & characters.		✓✓			✓✓				✓	
d Using creative approaches to answering questions, solving problems & developing ideas.					✓✓	✓	✓		✓	
1.3 Cultural understanding										
a Gaining a sense of the English literary heritage & engaging with important texts in it.								✓		
b Exploring how ideas, experiences & values are portrayed differently in texts from a range of cultures & traditions.				✓	✓			✓		
c Understanding how English varies locally & globally, & how these variations relate to identity & cultural diversity	✓				✓			✓		

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[1 Key concepts continued] 1.4 Critical understanding										
a Engaging with ideas & texts, understanding & responding to the main issues.	✓✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓✓
b Assessing the validity & significance of information & ideas from different sources.	✓	✓	✓	✓			✓	✓	✓	✓✓
c Exploring others' ideas & developing their own.	✓✓	✓✓	✓	✓	✓✓	✓✓		✓	✓	✓✓
d Analysing & evaluating spoken & written language to appreciate how meaning is shaped.		✓	✓			✓		✓	✓	✓
2 Key processes										
2.1 Speaking & listening										
a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal		✓	✓		✓	✓		✓	✓	✓✓
b use a range of ways to structure & organise their speech to support their purposes & guide the listener					✓	✓				✓✓
c vary vocabulary, structures & grammar to convey meaning, including speaking standard English fluently										✓
d engage an audience, using a range of techniques to explore, enrich & explain their ideas					✓	✓✓		✓		✓
e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say	✓	✓✓	✓✓	✓✓			✓		✓	✓✓
f understand explicit & implicit meanings		✓		✓			✓	✓		
g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions				✓			✓		✓	✓✓
h take different roles in organising, planning & sustaining talk in groups					✓				✓	
i sift, summarise & use the most important points		✓✓	✓✓	✓			✓		✓	✓
j use different dramatic approaches to explore ideas, texts & issues					✓	✓			✓	

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[2 Key processes continued] – 2.1 Speaking & listening										
k use different dramatic techniques to convey action, character, atmosphere & tension					✓	✓				
l explore the ways that words, actions, sound & staging combine to create dramatic moments.		✓✓	✓		✓✓			✓		
2.2 Reading – for meaning										
a extract & interpret information, events, main points & ideas from texts	✓	✓✓	✓✓	✓		✓✓	✓	✓	✓	✓✓
b infer & deduce meanings, recognising the writers' intentions		✓✓		✓	✓✓			✓	✓	
c understand how meaning is constructed within sentences & across texts as a whole										✓
d select & compare information from different texts		✓	✓	✓		✓✓	✓		✓	✓✓
e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion		✓	✓	✓		✓	✓		✓	✓✓
f recognise & discuss different interpretations of texts, justifying their own views on what they read & see, & supporting them with evidence	✓✓	✓	✓	✓	✓✓				✓	✓
g understand how audiences & readers choose & respond to texts				✓	✓		✓	✓		
h understand how the nature & purpose of texts influences the selection of content & its meanings		✓			✓✓	✓✓	✓			✓
i understand how meaning is created through the combination of words, images & sounds in multimodal texts		✓✓	✓✓		✓✓	✓✓		✓		✓
Reading – the author's craft										
j how texts are crafted to shape meaning & produce particular effects		✓✓	✓✓		✓✓	✓		✓		✓
k how writers structure & organise different texts, including non-linear & multimodal		✓	✓		✓	✓	✓	✓		✓
l how writers' uses of language & rhetorical, grammatical & literary features influence the reader		✓				✓				✓
m how writers present ideas & issues to have an impact on the reader		✓✓	✓		✓	✓✓	✓	✓		✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[2 Key processes continued] Reading – the author's craft										
n how form, layout & presentation contribute to effect		✓	✓	✓						
o how themes are explored in different texts			✓	✓	✓	✓			✓	
p how texts relate to the social, historical & cultural context in which they were written.	✓		✓	✓	✓	✓	✓	✓		
2.3 Writing - composition										
a write clearly & coherently, including an appropriate level of detail		✓			✓			✓	✓	✓✓
b write imaginatively, creatively & thoughtfully, producing texts that interest & engage the reader		✓✓			✓✓	✓			✓	
c generate & harness new ideas & develop them in their writing		✓				✓				
d adapt style & language appropriately for a range of forms, purposes & readers						✓			✓	
e maintain consistent points of view in fiction & non-fiction writing		✓				✓	✓	✓	✓	✓
f use imaginative vocabulary & varied linguistic & literary techniques to achieve particular effects		✓✓			✓	✓			✓	
g structure their writing to support the purpose of the task & guide the reader					✓			✓	✓	✓
h use clearly demarcated paragraphs to organise meaning								✓		✓
i use complex sentences to extend, link & develop ideas										✓
j vary sentence structure for interest, effect & subtleties of meaning		✓				✓	✓		✓	✓
k consider what the reader needs to know & include relevant details		✓			✓			✓	✓	✓✓
l use formal & impersonal language & concise expression								✓		✓
m develop logical arguments & cite evidence		✓					✓	✓	✓	✓✓
n use persuasive techniques & rhetorical devices					✓	✓	✓			✓
o form their own view, taking into account a range of evidence & opinions		✓				✓		✓	✓	✓
p present material clearly, using appropriate layout, illustrations & organisation					✓	✓		✓		✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[2 Key processes continued] 2.3 Writing - composition										
q use planning, drafting, editing, proofreading & self-evaluation to shape & craft their writing for maximum effect		✓			✓	✓				✓
r summarise & take notes		✓	✓			✓	✓			✓
s write legibly, with fluency &, when required, speed.										✓
Writing – technical accuracy										
t use the conventions of standard English effectively		✓			✓	✓	✓	✓	✓	✓
u use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense		✓			✓		✓	✓	✓	✓
v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning		✓			✓	✓	✓	✓	✓	✓
w spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections		✓			✓	✓	✓	✓	✓	✓
3 Range & content										
3.1 Speaking & listening										
a prepared, formal presentations & debates								✓	✓	✓
b informal group or pair discussions		✓	✓		✓	✓				
c individual & group improvisation & performance					✓	✓✓	✓		✓	
d devising, scripting & performing plays.					✓	✓✓	✓			
e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.	describing	describing, narrating, hypothesising & exploring, expressing ideas, feelings & opinions	describing		describing, narrating, explaining, persuading, shaping & expressing ideas, feelings & opinions	shaping & expressing ideas, feelings & opinions	shaping & expressing ideas, feelings & opinions	explaining, hypothesising; & exploring	explaining	persuading

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[3 Range and content continued] 3.2 Reading										
a of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics & how, in some cases, they have influenced culture & thinking						✓		✓		
b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations	✓✓	✓✓	✓✓	✓	✓			✓		✓
c challenging, using language imaginatively to create new meanings & effects, & encouraging pupils to try such writing for themselves.					✓					
d stories, poetry & drama drawn from different historical times, including contemporary writers		✓						✓		
e texts that enable pupils to understand the appeal & importance over time of texts from the English literary heritage. Eg ...										
f texts that enable pupils to appreciate the qualities & distinctiveness of texts from different cultures & traditions										
g at least one play by Shakespeare.										
h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film	✓✓	✓	✓	✓	✓	✓	✓		✓	✓
i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.	discuss	inform, persuade	inform	instruct, inform, explain, persuade	inform, discuss & persuade	inform, explain, describe		discuss & persuade	describe	inform, explain, describe, analyse, discuss & persuade.
3.3 Writing										
a develop ideas, themes, imagery, settings &/or characters when writing to imagine, explore & entertain		✓			✓✓	✓			✓	
b analyse & evaluate subject matter, supporting views & opinions with evidence		✓	✓					✓	✓	✓
c present ideas & views logically & persuasively					✓✓	✓	✓		✓	✓
d explain or describe information & ideas relevantly & clearly.		✓			✓✓		✓	✓	✓	✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[3 Range and content continued] 3.3 Writing										
e stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles & letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays & reports.	summary	story or poem, account	summary		commentaries	poems, playscripts, screenplays		(stories/poems) review, commentary	stories, articles & letters conveying opinions, commentaries	essays & reports
3.4 Language structure & variation										
a the principles of sentence grammar & whole-text cohesion, & the use of this knowledge in pupils' writing										✓
b variations in written standard English & how it differs from standard & non-standard spoken language		✓			✓	✓	✓		✓	
c the significance of standard English as the main language of public communication nationally & globally							✓	✓	✓	✓
d influences on spoken & written language, including the impact of technology.				✓	✓					
4 Curriculum opportunities										
4.1 Speaking & listening										
a experiment with a range of approaches, produce different outcomes & play with language					✓	✓				
b engage in specific activities that develop speaking & listening skills				✓		✓	✓	✓	✓	✓
c use speaking & listening to develop their reading & writing		✓			✓					✓
d evaluate & respond constructively to their own & others' performances					✓	✓		✓	✓	✓
e make extended contributions, individually & in groups					✓	✓	✓	✓	✓✓	✓
f develop speaking & listening skills through work that makes cross-curricular links with other subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
g watch live performances in the theatre wherever possible to appreciate how action, character, atmosphere, tension & themes are conveyed						✓				

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[4 Curriculum opportunities continued] 4.1 Speaking & listening										
h participate actively in drama workshops & discuss with actors, playwrights, directors & other drama professionals the impact & meaning of different ways of performing & staging drama, wherever possible						✓				
i speak & listen in contexts beyond the classroom.	✓	✓	✓	✓	✓				✓	
4.2 Reading										
a develop independence in reading						✓				✓
b engage with whole texts for sustained periods						✓		✓		
c develop reading skills through work that makes cross-curricular links with other subjects	✓	✓	✓	✓	✓	✓	✓	✓		✓
d meet & talk with other readers & writers wherever possible										
e become involved in events & activities that inspire reading										
f discuss reading interests & preferences, & sustain individual reading for pleasure.										
4.3 Writing										
a develop independence in writing		✓			✓	✓				✓
b produce extended writing to develop ideas in depth & detail									✓	✓✓
c play with language & explore different ways of discovering & shaping their own meanings		✓			✓	✓			✓	
d move beyond their current situation & take on different roles & viewpoints		✓✓	✓		✓✓	✓✓	✓✓		✓	
e evaluate & respond constructively to their own & others' writing	✓	✓			✓	✓				✓
f draw on their reading & knowledge of linguistic & literary forms when composing writing		✓			✓	✓				
g develop writing skills through work that makes cross-curricular links with other subjects	✓				✓	✓	✓	✓	✓	✓
h work in sustained & practical ways with writers where possible to learn about the art, craft & discipline of writing										
i write for contexts & purposes beyond the classroom.				✓	✓				✓	

Key Stage 4 English Programme of Study references for 'Ideas for Work'

The following curriculum references refer to the main work undertaken in the ideas for work section of the digest. Other developments & objectives may be taught by extending the ideas or using a combination of the films. Main objectives are indicated by ✓✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
1 Key concepts										
1.1 Competence										
a Expressing complex ideas & information clearly	✓	✓		✓		✓		✓	✓	✓
b Reading, understanding the detail & gaining an overview of texts from a wide range of sources, including those found beyond the classroom.	✓✓	✓	✓	✓	✓			✓	✓	
c Demonstrating a secure understanding of the conventions of written language										
d Applying & transferring skills in a wide range of contexts					✓					✓
e Making independent judgements about how to communicate effectively & sustain formal interaction		✓			✓	✓	✓	✓	✓	✓✓
1.2 Creativity										
a Making fresh connections between ideas, experiences, texts & words, drawing on a rich experience of language & literature.		✓			✓	✓		✓		
b Experimenting with language, manipulating form, challenging conventions & reinterpreting ideas.		✓								
c Using imagination to create effects to surprise & engage the audience.		✓✓			✓✓				✓	
d Using creative approaches to answering questions, solving problems & developing ideas.					✓✓	✓	✓		✓	
1.3 Cultural understanding										
a Understanding that texts from the English literary heritage have been influential & significant over time & exploring their meaning today.								✓		
b Exploring how texts from different cultures & traditions influence values, assumptions & sense of identity.	✓			✓	✓			✓		

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[1 Key concepts continued]										
<i>1.3 Cultural understanding</i>										
c Understanding how spoken & written language evolve in response to changes in society and technology and how this process relates to identity and cultural diversity.	✓				✓			✓		
1.4 Critical understanding										
a Engaging with the details of ideas and texts.	✓✓	✓✓	✓	✓	✓	✓	✓	✓	✓	✓✓
b Connecting ideas, themes and issues, drawing on a range of texts.	✓	✓	✓	✓			✓	✓	✓	✓✓
c Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument	✓✓	✓✓	✓	✓	✓✓	✓✓	✓	✓	✓	✓✓
d Analysing and evaluating spoken and written language to explore their impact on the audience.		✓	✓			✓		✓	✓	✓
2 Key processes										
2.1 Speaking and listening										
a speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English	✓			✓			✓		✓	
b present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect				✓					✓	
c select from strategies to adapt speaking and listening flexibly in different circumstances										
d reflect and comment critically on their own and others' performances										
e listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas	✓	✓	✓				✓	✓		
f synthesise what they hear, separating key ideas from detail and illustration	✓	✓✓	✓	✓✓			✓		✓	
g judge the intentions and standpoint of a speaker		✓	✓	✓✓	✓	✓✓	✓	✓		

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[2 Key processes continued] 2.1 Speaking and listening										
h listen with sensitivity, judging when intervention is appropriate					✓					
i take different roles in organising, planning and sustaining discussion in a range of formal and informal contexts										
j work purposefully in groups, negotiating and building on the contributions of others to complete tasks or reach consensus		✓			✓			✓		
k use a range of dramatic approaches to explore complex ideas, texts and issues in scripted and improvised work			✓			✓✓				
l select different dramatic techniques to convey action, character, atmosphere and tension, and justify choices					✓✓					
m evaluate drama performances that they have watched or taken part in.					✓	✓				
2.2 Reading – Reading for meaning										
a analyse and evaluate information, events and ideas from texts	✓✓	✓	✓	✓	✓	✓	✓			✓
b understand how meaning is constructed within sentences and across texts as a whole						✓				
c recognise subtlety, ambiguity and allusion within sentences and across texts as a whole					✓					✓
d develop and sustain independent interpretations of what they read, supporting them with detailed textual reference		✓	✓	✓	✓	✓		✓	✓	✓
e select, compare, summarise and synthesise information from different texts and use it to form their own ideas, arguments and opinions		✓✓	✓✓	✓			✓✓		✓	✓✓
f reflect on the origin and purpose of texts and assess their usefulness, recognising bias, opinion, implicit meaning and abuse of evidence	✓	✓✓	✓✓	✓	✓✓	✓✓		✓		
g relate texts to their social and historical contexts and to the literary traditions of which they are a part	✓		✓				✓	✓		

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[2 Key processes continued] 2.2 Reading – Reading for meaning										
h recognise and evaluate the ways in which texts may be interpreted differently according to the perspective of the reader	✓	✓	✓	✓	✓	✓			✓	
i analyse and evaluate the impact of combining words, images and sounds		✓✓	✓		✓✓			✓		
2.2 Reading – The author's craft										
j analyse and evaluate writers' use of language in a range of texts, commenting precisely on how texts are crafted to shape meaning and produce particular effects	✓		✓					✓		
k identify the purposes of texts, analysing and evaluating how writers structure and organise ideas to shape meaning for particular audiences and readers	✓	✓	✓	✓	✓	✓✓		✓	✓	✓
l analyse and evaluate how form, layout and presentation contribute to effect						✓	✓			
m compare texts, looking at style, theme and language and exploring connections and contrasts		✓	✓✓	✓	✓		✓	✓		✓
n compare and analyse the connections between texts from different cultures and traditions.										
2.3 Writing – Composition										
a write imaginatively, creatively and thoughtfully, producing texts that interest, engage and challenge the reader					✓✓					
b write fluently, adapting style and language to a wide range of forms, contexts and purposes			✓			✓		✓	✓	
c present information and ideas on complex subjects concisely, logically and persuasively			✓					✓✓	✓	✓✓
d establish and sustain a consistent point of view in fiction and non-fiction writing						✓			✓	✓
e use a range of ways to structure whole texts to give clarity and emphasis			✓					✓		✓
f use clearly demarcated paragraphs to develop and organise meaning								✓		✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[2 Key processes continued] 2.3 Writing – Composition										
g use a wide variety of sentence structures to support the purpose of the task, giving clarity and emphasis and creating specific effects, and to extend, link and develop ideas								✓		✓
h support and strengthen their own views by incorporating different kinds of evidence from a range of sources			✓					✓		✓
i select appropriate persuasive techniques and rhetorical devices										✓
j draw on their reading and knowledge of linguistic and literary forms when composing their writing						✓		✓	✓	
k summarise and take notes		✓✓	✓	✓			✓	✓		
l use planning, drafting, editing, proofreading and self-evaluation to revise and craft their writing for maximum impact.								✓		✓
2.3 Writing – Technical accuracy										
m use the grammatical features of written standard English accurately to structure a wide range of sentence types for particular purposes and effect			✓					✓		✓
n use the full range of punctuation marks accurately and for deliberate effect			✓					✓		✓
o spell correctly, including words that do not conform to regular patterns and words that are sometimes confused in use.			✓					✓		✓
3 Range and content										
3.1 Speaking and listening										
a prepared, formal presentations and debates in contexts where the audience and topic are unfamiliar										
b informal and formal group or pair discussions requiring students to take on a range of roles	✓	✓	✓		✓	✓	✓			
c individual and group improvisation and performance.			✓		✓	✓✓			✓	

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[3 Range and content continued] 3.1 Speaking and listening										
d the range of purposes for speaking and listening should include describing, narrating, explaining, informing, persuading, entertaining, hypothesising; and exploring and expressing ideas, feelings and opinions.	hypothesising; and exploring and expressing ideas, feelings and opinions	hypothesising; and exploring and expressing ideas, feelings and opinions	hypothesising; and exploring and expressing ideas, feelings and opinions	explaining	narrating, persuading, hypothesising; and exploring and expressing ideas, feelings and opinions.	hypothesising; and exploring	hypothesising; and exploring and expressing ideas, feelings and opinions		hypothesising; and exploring	
3.2 Reading										
a be of high quality, among the best of their type, that will encourage students to appreciate their characteristics and how, in some cases, they have influenced culture and thinking		✓	✓		✓	✓				✓
b be interesting and engaging, allowing students to explore their present situation or move beyond it to experience different times, cultures, viewpoints and situations	✓ ✓	✓	✓	✓	✓		✓	✓	✓	✓
c be challenging, using language imaginatively to create new meanings and effects, and encouraging students to try such writing for themselves					✓			✓		✓
d allow students to experience depth and breadth in their reading, enabling them to make connections across texts.			✓ ✓	✓			✓			✓
e stories, poetry and drama drawn from different historical times, including contemporary writers						✓		✓		
f texts that enable students to understand the nature, significance and influence over time of texts from the English literary heritage. This should include work selected from the following pre-twentieth-century writers: Matthew Arnold, etc										
g texts that enable students to make connections between experiences across time and literary traditions								✓		
h texts that enable students to analyse the values and assumptions of writing from different cultures and traditions, relating and connecting them to their own experience		✓	✓				✓			✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[3 Range and content continued] 3.2 Reading										
i at least one play by Shakespeare.										
j forms such as journalism, travel writing, essays, reportage, literary non-fiction, print media and multimodal texts including film and television	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
k purposes such as to instruct, inform, explain, describe, analyse, review, discuss and persuade.	describe	describe, discuss and persuade	describe	describe, discuss and persuade	describe, discuss and persuade	describe, discuss	explain, describe, persuade	inform, explain, describe	inform, explain, describe	inform, explain, describe, persuade
3.3 Writing										
a develop and sustain ideas, themes, imagery, settings and characters when writing to imagine, explore and entertain			✓		✓	✓		✓	✓	
b analyse and evaluate subject matter, supporting views and opinions with a range of evidence								✓		
c develop and sustain ideas and views cogently and persuasively					✓					✓
d use formal, impersonal and concise expression to explain or describe information and ideas relevantly and clearly.								✓		✓
e the forms for such writing should be drawn from different kinds of stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles and letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays and reports.	summaries	summaries	play scripts	summaries	screenplays, commentaries	scripts	summaries	(stories, poems) accounts, essays, reports	play scripts, autobiographies, diaries	essays, reports
3.4 Language structure and variation										
a spoken language variation and attitudes to use of standard and non-standard forms	✓		✓						✓	
b the ways in which language reflects identity through regional, social and personal variation and diversity			✓	✓					✓	
c the differences between spoken and written language in terms of vocabulary, structure and grammar	✓								✓	

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[3 Range and content continued] 3.4 Language structure and variation										
d the importance of sentence grammar and whole-text cohesion and their impact in writing										✓
e the development of English, including its development over time, current influences, borrowings from other languages, origins of words and the impact of technology on spoken and written communication										
f the importance and influence of English as a global language.										
4 Curriculum opportunities										
4.1 Speaking and listening										
a build their confidence in speaking and listening in unfamiliar situations and to audiences beyond the classroom					✓					
b use their speaking and listening skills to solve problems creatively and cooperatively in groups		✓			✓	✓			✓	
c engage in specific activities that develop speaking and listening skills as well as activities that integrate speaking and listening with reading and writing	✓		✓		✓			✓		
d make extended, independent contributions that develop ideas in depth										
e make purposeful presentations that allow them to speak with authority on significant subjects										
f develop speaking and listening skills through work that makes cross-curricular links with other subjects	✓		✓	✓	✓	✓	✓	✓	✓	
g evaluate and respond constructively to their own and others' performances					✓	✓				
h watch live performances in the theatre wherever possible and consider how action, character, atmosphere, tension and themes are conveyed										
i participate in debate, discussion, live talks and presentations, engaging in dialogue with experts, members of the community and unfamiliar adults										

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[4 Curriculum opportunities continued] 4.1 Speaking and listening										
j discuss issues of local, national and global concern.	✓✓	✓✓	✓	✓	✓✓	✓	✓		✓	
k purposes such as to instruct, inform, explain, describe, analyse, review, discuss and persuade.	discuss	discuss	discuss, describe	discuss, describe	discuss, persuade	discuss	discuss, persuade		discuss, describe	
4.2 Reading										
a develop independence in reading, encouraging them to become lifelong, discerning readers										
b discuss and share their personal reading interests and preferences, encouraging individual reading for pleasure										
c engage with whole texts in sustained ways										
d read texts that provide the best models for their own writing								✓	✓	✓
e respond and act upon texts they have read	✓	✓	✓		✓	✓		✓	✓	✓
f develop reading skills through work that makes cross-curricular links with other subjects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
g meet and talk with writers and other readers										
h become involved in events and activities that inspire reading										
i engage with texts that challenge preconceptions and develop understanding beyond the personal and immediate.	✓✓	✓✓	✓✓	✓✓	✓	✓	✓	✓	✓	✓✓
4.3 Writing										
a develop independence in writing on paper and on screen					✓✓	✓		✓✓	✓	
b produce extended writing to develop their ideas in depth and detail						✓		✓		✓
c experiment with language and explore different ways of discovering and shaping their own meanings					✓			✓	✓	
d use writing as a means of reflecting on and exploring a range of views and perspectives on the world		✓		✓	✓✓	✓✓		✓	✓	✓

	Word on the street	NCH: Real Stories	Real Story: Billie	John Bird	What's a Beggar?	Drama	Real Story: Danny	Ken Loach	Real Story: Mick	Debate
[4 Curriculum opportunities continued] 4.3 Writing										
e evaluate their own and others' writing in terms of impact and fitness for purpose and redraft their own work in the light of feedback					✓			✓	✓	✓
f develop writing skills through work that makes cross-curricular links with other subjects			✓	✓	✓			✓	✓	✓
g work in sustained and practical ways, with writers where possible, to learn about the art, craft and discipline of writing										
h write in real contexts, for a range of audiences.										

Summative Work: 15 Ideas – Key Stage 3 (and 4)

The following brief suggestions are based on watching a number, potentially all, of the films and could be developed to provide work for 1-2 weeks. The curriculum references are for Key Stage 3, but the work could be extended to provide work relevant to GCSE syllabuses.

<p>1. Having watched a number, if not all, of the films on 'begging' students could identify how far they think the films present a balanced view and, if necessary, suggest other films/interviews/ideas they would like to see presented – suggest content (audience, purpose, form and brief outline). This should be based on additional research. Students could then present their (written/oral) recommendations as if for the team at TrueTube.</p>	<table border="1"> <tr> <td>1 Key concepts</td> </tr> <tr> <td>1.1 Competence</td> </tr> <tr> <td>a Being clear, coherent & accurate in spoken & written communication.</td> </tr> <tr> <td>1.2 Creativity</td> </tr> <tr> <td>d Using creative approaches to answering questions, solving problems & developing ideas.</td> </tr> <tr> <td>1.4 Critical understanding</td> </tr> <tr> <td>a Engaging with ideas & texts, understanding & responding to the main issues.</td> </tr> <tr> <td>b Assessing the validity & significance of information & ideas from different sources.</td> </tr> <tr> <td>2 Key processes</td> </tr> <tr> <td>2.1 Speaking & listening</td> </tr> <tr> <td>a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal</td> </tr> <tr> <td>e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say</td> </tr> <tr> <td>g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions</td> </tr> <tr> <td>2.2 Reading – for meaning</td> </tr> <tr> <td>a extract & interpret information, events, main points & ideas from texts</td> </tr> <tr> <td>d select & compare information from different texts</td> </tr> <tr> <td>2.3 Writing - composition</td> </tr> <tr> <td>a write clearly & coherently, including an appropriate level of detail</td> </tr> <tr> <td>l use formal & impersonal language & concise expression</td> </tr> <tr> <td>o form their own view, taking into account a range of evidence & opinions</td> </tr> <tr> <td>p present material clearly, using appropriate layout, illustrations & organisation</td> </tr> <tr> <td>r summarise & take notes</td> </tr> <tr> <td>3 Range & content</td> </tr> <tr> <td>3.1 Speaking & listening</td> </tr> <tr> <td>b informal group or pair discussions</td> </tr> <tr> <td>e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.</td> </tr> <tr> <td>3.3 Writing</td> </tr> <tr> <td>b analyse & evaluate subject matter, supporting views & opinions with evidence</td> </tr> <tr> <td>d explain or describe information & ideas relevantly & clearly.</td> </tr> </table>	1 Key concepts	1.1 Competence	a Being clear, coherent & accurate in spoken & written communication.	1.2 Creativity	d Using creative approaches to answering questions, solving problems & developing ideas.	1.4 Critical understanding	a Engaging with ideas & texts, understanding & responding to the main issues.	b Assessing the validity & significance of information & ideas from different sources.	2 Key processes	2.1 Speaking & listening	a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal	e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say	g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions	2.2 Reading – for meaning	a extract & interpret information, events, main points & ideas from texts	d select & compare information from different texts	2.3 Writing - composition	a write clearly & coherently, including an appropriate level of detail	l use formal & impersonal language & concise expression	o form their own view, taking into account a range of evidence & opinions	p present material clearly, using appropriate layout, illustrations & organisation	r summarise & take notes	3 Range & content	3.1 Speaking & listening	b informal group or pair discussions	e describing , instructing, narrating, explaining, justifying, persuading , entertaining, hypothesising; & exploring, shaping & expressing ideas , feelings & opinions.	3.3 Writing	b analyse & evaluate subject matter, supporting views & opinions with evidence	d explain or describe information & ideas relevantly & clearly.
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<p>2. Having watched the films & completed additional research, students could create the outline for a half hour TV programme focusing on the issue of begging (they should decide on purpose/audience & the appropriate form and when they would like to see it scheduled). This could be presented as a role-play to an imaginary TV board or a written pitch in which they need to persuade the board of the merits of the programme they intend. Groups can respond to each other's performances in role.</p>	<table border="1"> <tr> <td>1 Key concepts</td> </tr> <tr> <td>1.1 Competence</td> </tr> <tr> <td>a Being clear, coherent & accurate in spoken & written communication.</td> </tr> <tr> <td>c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.</td> </tr> <tr> <td>d Being adaptable in a widening range of familiar & unfamiliar contexts</td> </tr> <tr> <td>e Making informed choices about effective ways to communicate formally & informally</td> </tr> <tr> <td>1.4 Critical understanding</td> </tr> <tr> <td>a Engaging with ideas & texts, understanding & responding to the main issues.</td> </tr> <tr> <td>b Assessing the validity & significance of information & ideas from different sources.</td> </tr> </table>	1 Key concepts	1.1 Competence	a Being clear, coherent & accurate in spoken & written communication.	c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.	d Being adaptable in a widening range of familiar & unfamiliar contexts	e Making informed choices about effective ways to communicate formally & informally	1.4 Critical understanding	a Engaging with ideas & texts, understanding & responding to the main issues.	b Assessing the validity & significance of information & ideas from different sources.																				
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2. Continued

Having watched a number of the films on 'begging' & completed additional research, students could create the outline for a half hour TV programme focusing on the issue of begging (they should decide on purpose/audience & the appropriate form and when they would like to see it scheduled). This could be presented as a role-play to an imaginary TV board or a written pitch in which they need to persuade the board of the merits of the programme they intend. Groups can respond to each other's performances in role.

2 Key processes

2.1 Speaking & listening

- a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal
- b use a range of ways to structure & organise their speech to support their purposes & guide the listener
- d engage an audience, using a range of techniques to explore, enrich & explain their ideas
- g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions
- i sift, summarise & use the most important points
- j use different dramatic approaches to explore ideas, texts & issues

2.2 Reading – for meaning

- a extract & interpret information, events, main points & ideas from texts
- d select & compare information from different texts
- e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion
- f recognise & discuss different interpretations of texts, justifying their own views on what they read & see, & supporting them with evidence
- i understand how meaning is created through the combination of words, images & sounds in multimodal texts

2.3 Writing - composition

- a write clearly & coherently, including an appropriate level of detail
- d adapt style & language appropriately for a range of forms, purposes & readers
- g structure their writing to support the purpose of the task & guide the reader
- h use clearly demarcated paragraphs to organise meaning
- k consider what the reader needs to know & include relevant details
- l use formal & impersonal language & concise expression
- n use persuasive techniques & rhetorical devices
- p present material clearly, using appropriate layout, illustrations & organisation

2.3 Writing – technical accuracy

- t use the conventions of standard English effectively
- u use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense
- w spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections

3 Range & content

3.1 Speaking & listening

- a prepared, formal presentations & debates
- e describing, instructing, narrating, **explaining, justifying, persuading**, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.

3.3 Writing

- b analyse & evaluate subject matter, supporting views & opinions with evidence
- c present ideas & views logically & persuasively
- d explain or describe information & ideas relevantly & clearly.

4 Curriculum opportunities

4.1 Speaking & listening

- b engage in specific activities that develop speaking & listening skills
- c use speaking & listening to develop their reading & writing
- d evaluate & respond constructively to their own & others' performances
- f develop speaking & listening skills through work that makes cross-curricular links with other subjects

4.2 Reading

- c develop reading skills through work that makes cross-curricular links with other subjects

4.3 Writing

- d move beyond their current situation & take on different roles & viewpoints
- e evaluate & respond constructively to their own & others' writing
- g develop writing skills through work that makes cross-curricular links with other subjects

3. Write an explanatory/informative essay bringing together all

1 Key concepts

the things they have learned about begging (causes and implications/results), but also supplementing this with their own research (facts/figures) and thoughts.

1.1 Competence
a Being clear, coherent & accurate in spoken & written communication.
b Reading & understanding a range of texts, & responding appropriately.
c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.
e Making informed choices about effective ways to communicate formally & informally
1.4 Critical understanding
a Engaging with ideas & texts, understanding & responding to the main issues.
b Assessing the validity & significance of information & ideas from different sources.
c Exploring others' ideas & developing their own.
2 Key processes
2.2 Reading – for meaning
a extract & interpret information, events, main points & ideas from texts
b infer & deduce meanings, recognising the writers' intentions
c understand how meaning is constructed within sentences & across texts as a whole
d select & compare information from different texts
e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion
i understand how meaning is created through the combination of words, images & sounds in multimodal texts
2.2 Reading – the author's craft
o how themes are explored in different texts
p how texts relate to the social, historical & cultural context in which they were written.
2.3 Writing - composition
a write clearly & coherently, including an appropriate level of detail
d adapt style & language appropriately for a range of forms, purposes & readers
g structure their writing to support the purpose of the task & guide the reader
h use clearly demarcated paragraphs to organise meaning
i use complex sentences to extend, link & develop ideas
k consider what the reader needs to know & include relevant details
l use formal & impersonal language & concise expression
o form their own view, taking into account a range of evidence & opinions
p present material clearly, using appropriate layout, illustrations & organisation
q use planning, drafting, editing, proofreading & self-evaluation to shape & craft their writing for maximum effect
s write legibly, with fluency &, when required, speed.
2.3 Writing – technical accuracy
t use the conventions of standard English effectively
u use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense
v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
w spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections
3 Range & content
3.2 Reading
h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film
i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.
3.3 Writing
c present ideas & views logically & persuasively
d explain or describe information & ideas relevantly & clearly.
e stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts , information leaflets, plans , summaries, brochures, advertisements, editorials, articles & letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays & reports.

3. Continued
 Write an explanatory/informative essay bringing together all the things they have learned about begging (causes and implications/results), but also supplementing this with their own research (facts/figures) and thoughts

3.4 Language structure & variation
a the principles of sentence grammar & whole-text cohesion, & the use of this knowledge in pupils' writing
b variations in written standard English & how it differs from standard & non-standard spoken language
c the significance of standard English as the main language of public communication nationally & globally
d influences on spoken & written language, including the impact of technology.
4 Curriculum opportunities
4.1 Speaking & listening
a experiment with a range of approaches, produce different outcomes & play with language
b engage in specific activities that develop speaking & listening skills
c use speaking & listening to develop their reading & writing
d evaluate & respond constructively to their own & others' performances
e make extended contributions, individually & in groups
f develop speaking & listening skills through work that makes cross-curricular links with other subjects
g watch live performances in the theatre wherever possible to appreciate how action, character, atmosphere, tension & themes are conveyed
h participate actively in drama workshops & discuss with actors, playwrights, directors & other drama professionals the impact & meaning of different ways of performing & staging drama, wherever possible
i speak & listen in contexts beyond the classroom.
4.2 Reading
a develop independence in reading
b engage with whole texts for sustained periods
c develop reading skills through work that makes cross-curricular links with other subjects
d meet & talk with other readers & writers wherever possible
e become involved in events & activities that inspire reading
f discuss reading interests & preferences, & sustain individual reading for pleasure.
4.3 Writing
a develop independence in writing
b produce extended writing to develop ideas in depth & detail
c play with language & explore different ways of discovering & shaping their own meanings
d move beyond their current situation & take on different roles & viewpoints
e evaluate & respond constructively to their own & others' writing
f draw on their reading & knowledge of linguistic & literary forms when composing writing
g develop writing skills through work that makes cross-curricular links with other subjects
h work in sustained & practical ways with writers where possible to learn about the art, craft & discipline of writing
i write for contexts & purposes beyond the classroom.

4. Using the films as a stimulus, students can be asked to present a creative response to the issue of begging in the form of an essay or poem. Do some work on literature that engages with 'contemporary' issues first – find own examples of poems, texts etc. Share and discuss what they find – language, structure, impact, author's intention ...

1 Key concepts
1.1 Competence
c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.
1.2 Creativity
a Making fresh connections between ideas, experiences, texts & words, drawing on a rich experience of language & lit.
b Using inventive approaches to making meaning, taking risks, playing with language & using it to create new effects.
c Using imagination to convey themes, ideas & arguments, solve problems, & create settings, moods & characters.
1.3 Cultural understanding
a Gaining a sense of the English literary heritage & engaging with important texts in it.
b Exploring how ideas, experiences & values are portrayed differently in texts from a range of cultures & traditions.
1.4 Critical understanding
a Engaging with ideas & texts, understanding & responding to the main issues.
c Exploring others' ideas & developing their own.
d Analysing & evaluating spoken & written language to appreciate how meaning is shaped.
2 Key processes
2.1 Speaking & listening
e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say
f understand explicit & implicit meanings
2.2 Reading – for meaning
b infer & deduce meanings, recognising the writers' intentions
c understand how meaning is constructed within sentences & across texts as a whole
g understand how audiences & readers choose & respond to texts
h understand how the nature & purpose of texts influences the selection of content & its meanings
2.2 Reading – the author's craft
j how texts are crafted to shape meaning & produce particular effects
k how writers structure & organise different texts, including non-linear & multimodal
l how writers' uses of language & rhetorical, grammatical & literary features influence the reader
m how writers present ideas & issues to have an impact on the reader
n how form, layout & presentation contribute to effect
o how themes are explored in different texts
p how texts relate to the social, historical & cultural context in which they were written.
2.3 Writing - composition
b write imaginatively, creatively & thoughtfully, producing texts that interest & engage the reader
c generate & harness new ideas & develop them in their writing
d adapt style & language appropriately for a range of forms, purposes & readers
f use imaginative vocabulary & varied linguistic & literary techniques to achieve particular effects
j vary sentence structure for interest, effect & subtleties of meaning
q use planning, drafting, editing, proofreading & self-evaluation to shape & craft their writing for maximum effect
s write legibly, with fluency &, when required, speed.
2.3 Writing – technical accuracy
t use the conventions of standard English effectively
u use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense
v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
w spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections

<p>4. Continued</p> <p>Using the films as a stimulus, students can be asked to present a creative response to the issue of begging in the form of an essay or poem. Do some work on literature that engages with 'contemporary' issues first – find own examples of poems, texts etc. Share and discuss what they find – language, structure, impact, author's intention ...</p>	<p>3 Range & content</p>	
	<p>3.1 Speaking & listening</p> <p>b informal group or pair discussions</p> <p>e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.</p>	
	<p>3.2 Reading</p> <p>a of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics & how, in some cases, they have influenced culture & thinking</p> <p>b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations</p> <p>c challenging, using language imaginatively to create new meanings & effects, & encouraging pupils to try such writing for themselves.</p> <p>d stories, poetry & drama drawn from different historical times, including contemporary writers</p> <p>e texts that enable pupils to understand the appeal & importance over time of texts from the English literary heritage. Eg ...</p> <p>i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.</p>	
	<p>3.3 Writing</p> <p>a develop ideas, themes, imagery, settings &/or characters when writing to imagine, explore & entertain</p> <p>e stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles & letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays & reports.</p>	
	<p>4 Curriculum opportunities</p>	
	<p>4.1 Speaking & listening</p> <p>c use speaking & listening to develop their reading & writing</p>	
	<p>4.2 Reading</p> <p>a develop independence in reading</p> <p>b engage with whole texts for sustained periods</p> <p>e become involved in events & activities that inspire reading</p>	
	<p>4.3 Writing</p> <p>a develop independence in writing</p> <p>b produce extended writing to develop ideas in depth & detail</p> <p>c play with language & explore different ways of discovering & shaping their own meanings</p> <p>d move beyond their current situation & take on different roles & viewpoints</p> <p>e evaluate & respond constructively to their own & others' writing</p> <p>f draw on their reading & knowledge of linguistic & literary forms when composing writing</p>	
	<p>5. In order to develop media awareness and discuss how the impact of multimodal texts is achieved, students could rate/rank the films in order of effectiveness and explain their reasons.</p>	<p>1 Key concepts</p>
		<p>1.1 Competence</p> <p>a Being clear, coherent & accurate in spoken & written communication.</p> <p>b Reading & understanding a range of texts, & responding appropriately.</p>
		<p>1.4 Critical understanding</p> <p>a Engaging with ideas & texts, understanding & responding to the main issues.</p> <p>b Assessing the validity & significance of information & ideas from different sources.</p>
		<p>2 Key processes</p>
		<p>2.1 Speaking & listening</p> <p>e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say</p> <p>f understand explicit & implicit meanings</p> <p>g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions</p> <p>i sift, summarise & use the most important points</p> <p>l explore the ways that words, actions, sound & staging combine to create dramatic moments.</p>

5. Continued
 In order to develop media awareness and discuss how the impact of multimodal texts is achieved, students could rate/rank the films in order of effectiveness and explain their reasons.

2.2 Reading – for meaning
b infer & deduce meanings, recognising the writers' intentions
e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion
f recognise & discuss different interpretations of texts, justifying their own views on what they read & see, & supporting them with evidence
g understand how audiences & readers choose & respond to texts
h understand how the nature & purpose of texts influences the selection of content & its meanings
i understand how meaning is created through the combination of words, images & sounds in multimodal texts
2.2 Reading – the author's craft
j how texts are crafted to shape meaning & produce particular effects
k how writers structure & organise different texts, including non-linear & multimodal
m how writers present ideas & issues to have an impact on the reader
o how themes are explored in different texts
p how texts relate to the social, historical & cultural context in which they were written.
3 Range & content
3.1 Speaking & listening
b informal group or pair discussions
e describing , instructing, narrating, explaining , justifying, persuading, entertaining, hypothesising; & exploring , shaping & expressing ideas, feelings & opinions.
3.2 Reading
b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations
h forms such as journalism , travel writing, essays, reportage , literary non-fiction & multimodal texts including film
i purposes such as to instruct, inform, explain, describe , analyse, review, discuss & persuade .
4 Curriculum opportunities
4.1 Speaking & listening
b engage in specific activities that develop speaking & listening skills
e make extended contributions, individually & in groups
f develop speaking & listening skills through work that makes cross-curricular links with other subjects
4.2 Reading
a develop independence in reading
b engage with whole texts for sustained periods
c develop reading skills through work that makes cross-curricular links with other subjects

<p>6. Ask students to create a brief questionnaire (1-2 questions) to ascertain what their peers know/feel about begging. They could then use this to create their own film version of <i>Word on the street</i>. They could compare the attitudes and comments of those who have not seen the films with those who have and therefore judge how successful the films have been in terms of prompting more informed and thoughtful responses to the issues. (Could be uploaded to TrueTube)</p>	<p>1 Key concepts</p> <p>1.1 Competence</p> <p>a Being clear, coherent & accurate in spoken & written communication.</p> <p>d Being adaptable in a widening range of familiar & unfamiliar contexts</p> <p>e Making informed choices about effective ways to communicate formally & informally</p> <p>1.4 Critical understanding</p> <p>c Exploring others' ideas & developing their own.</p> <p>d Analysing & evaluating spoken & written language to appreciate how meaning is shaped.</p> <p>2 Key processes</p> <p>2.1 Speaking & listening</p> <p>a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal</p> <p>3 Range & content</p> <p>3.1 Speaking & listening</p> <p>a prepared, formal presentations & debates</p> <p>4 Curriculum opportunities</p> <p>4.1 Speaking & listening</p> <p>b engage in specific activities that develop speaking & listening skills</p> <p>f develop speaking & listening skills through work that makes cross-curricular links with other subjects</p> <p>i speak & listen in contexts beyond the classroom.</p>
<p>7. Building on what they have seen and read, as well as how they have responded, ask students to create their own film response to the issue of 'begging' to upload to the TrueTube site. Think about importance of voice – analyse voices and those which are most persuasive in existing films.</p>	<p>1 Key concepts</p> <p>1.1 Competence</p> <p>a Being clear, coherent & accurate in spoken & written communication.</p> <p>d Being adaptable in a widening range of familiar & unfamiliar contexts</p> <p>e Making informed choices about effective ways to communicate formally & informally</p> <p>1.2 Creativity</p> <p>a Making fresh connections between ideas, experiences, texts & words, drawing on a rich experience of language & lit.</p> <p>b Using inventive approaches to making meaning, taking risks, playing with language & using it to create new effects.</p> <p>c Using imagination to convey themes, ideas & arguments, solve problems, & create settings, moods & characters.</p> <p>d Using creative approaches to answering questions, solving problems & developing ideas.</p> <p>1.4 Critical understanding</p> <p>c Exploring others' ideas & developing their own.</p> <p>2 Key processes</p> <p>2.1 Speaking & listening</p> <p>a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal</p> <p>b use a range of ways to structure & organise their speech to support their purposes & guide the listener</p> <p>c vary vocabulary, structures & grammar to convey meaning, including speaking standard English fluently</p> <p>d engage an audience, using a range of techniques to explore, enrich & explain their ideas</p> <p>j use different dramatic approaches to explore ideas, texts & issues</p> <p>k use different dramatic techniques to convey action, character, atmosphere & tension</p> <p>l explore the ways that words, actions, sound & staging combine to create dramatic moments.</p> <p>2.2 Reading – for meaning</p> <p>a extract & interpret information, events, main points & ideas from texts</p> <p>b infer & deduce meanings, recognising the writers' intentions</p> <p>g understand how audiences & readers choose & respond to texts</p> <p>h understand how the nature & purpose of texts influences the selection of content & its meanings</p> <p>i understand how meaning is created through the combination of words, images & sounds in multimodal texts</p>

7. Continued

Building on what they have seen and read, as well as how they have responded, ask students to create their own film response to the issue of 'begging' to upload to the TrueTube site. Think about importance of voice – analyse voices and those which are most persuasive in existing films.

2.2 Reading – the author's craft

- k how writers structure & organise different texts, including non-linear & multimodal
- m how writers present ideas & issues to have an impact on the reader
- o how themes are explored in different texts
- p how texts relate to the social, historical & cultural context in which they were written.

2.3 Writing - composition

- a write clearly & coherently, including an appropriate level of detail
- b write imaginatively, creatively & thoughtfully, producing texts that interest & engage the reader
- d adapt style & language appropriately for a range of forms, purposes & readers
- f use imaginative vocabulary & varied linguistic & literary techniques to achieve particular effects
- g structure their writing to support the purpose of the task & guide the reader
- k consider what the reader needs to know & include relevant details
- m develop logical arguments & cite evidence
- n use persuasive techniques & rhetorical devices
- o form their own view, taking into account a range of evidence & opinions
- p present material clearly, using appropriate layout, illustrations & organisation

3 Range & content

3.1 Speaking & listening

- a prepared, formal presentations & debates
- e **describing**, instructing, narrating, **explaining**, **justifying**, **persuading**, entertaining, **hypothesising**; & **exploring**, **shaping** & **expressing ideas, feelings & opinions**.

3.2 Reading

- b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations
- h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film
- i purposes such as to instruct, **inform**, **explain**, **describe**, analyse, review, **discuss** & **persuade**.

3.3 Writing

- a develop ideas, themes, imagery, settings &/or characters when writing to imagine, explore & entertain
- c present ideas & views logically & persuasively
- d explain or describe information & ideas relevantly & clearly.

3.4 Language structure & variation

- b variations in written standard English & how it differs from standard & non-standard spoken language
- c the significance of standard English as the main language of public communication nationally & globally
- d influences on spoken & written language, including the impact of technology.

4 Curriculum opportunities

4.1 Speaking & listening

- a experiment with a range of approaches, produce different outcomes & play with language
- b engage in specific activities that develop speaking & listening skills
- d evaluate & respond constructively to their own & others' performances
- f develop speaking & listening skills through work that makes cross-curricular links with other subjects
- i speak & listen in contexts beyond the classroom.

4.2 Reading

- c develop reading skills through work that makes cross-curricular links with other subjects

4.3 Writing

- c play with language & explore different ways of discovering & shaping their own meanings
- e evaluate & respond constructively to their own & others' writing
- g develop writing skills through work that makes cross-curricular links with other subjects
- i write for contexts & purposes beyond the classroom.

8. Work in groups to synthesise and suggest ideas for supporting beggars. Think about how best to express ideas persuasively for a formal audience. Use results of discussions to write a letter to their MP expressing their views on what should be done about begging locally, regionally or nationally. Read examples of letters – possibly to newspaper editors. Concentrate on appropriate format and use of Standard English.

1 Key concepts	
1.1 Competence	
a	Being clear, coherent & accurate in spoken & written communication.
c	Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.
d	Being adaptable in a widening range of familiar & unfamiliar contexts
e	Making informed choices about effective ways to communicate formally & informally
1.4 Critical understanding	
a	Engaging with ideas & texts, understanding & responding to the main issues.
b	Assessing the validity & significance of information & ideas from different sources.
c	Exploring others' ideas & developing their own.
2 Key processes	
2.1 Speaking & listening	
e	listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say
g	make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions
i	sift, summarise & use the most important points
2.2 Reading – for meaning	
a	extract & interpret information, events, main points & ideas from texts
c	understand how meaning is constructed within sentences & across texts as a whole
h	understand how the nature & purpose of texts influences the selection of content & its meanings
2.2 Reading – the author's craft	
l	how writers' uses of language & rhetorical, grammatical & literary features influence the reader
m	how writers present ideas & issues to have an impact on the reader
n	how form, layout & presentation contribute to effect
2.3 Writing - composition	
a	write clearly & coherently, including an appropriate level of detail
d	adapt style & language appropriately for a range of forms, purposes & readers
e	maintain consistent points of view in fiction & non-fiction writing
g	structure their writing to support the purpose of the task & guide the reader
h	use clearly demarcated paragraphs to organise meaning
i	use complex sentences to extend, link & develop ideas
j	vary sentence structure for interest, effect & subtleties of meaning
k	consider what the reader needs to know & include relevant details
l	use formal & impersonal language & concise expression
m	develop logical arguments & cite evidence
n	use persuasive techniques & rhetorical devices
q	use planning, drafting, editing, proofreading & self-evaluation to shape & craft their writing for maximum effect
s	write legibly, with fluency &, when required, speed.
2.3 Writing – technical accuracy	
t	use the conventions of standard English effectively
u	use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense
v	signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning
w	spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections
3 Range & content	
3.1 Speaking & listening	
b	informal group or pair discussions
e	describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.

<p>8. <i>Continued</i> <i>Work in groups to synthesise and suggest ideas for supporting beggars. Think about how best to express ideas persuasively for a formal audience. Use results of discussions to write a letter to their MP expressing their views on what should be done about begging locally, regionally or nationally. Read examples of letters – possibly to newspaper editors. Concentrate on appropriate format and use of Standard English.</i></p>	<p>3.2 Reading b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations c challenging, using language imaginatively to create new meanings & effects, & encouraging pupils to try such writing for themselves. h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.</p> <p>3.3 Writing c present ideas & views logically & persuasively d explain or describe information & ideas relevantly & clearly. e stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles & letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays & reports.</p> <p>3.4 Language structure & variation b variations in written standard English & how it differs from standard & non-standard spoken language c the significance of standard English as the main language of public communication nationally & globally</p> <p>4 Curriculum opportunities</p> <p>4.1 Speaking & listening c use speaking & listening to develop their reading & writing f develop speaking & listening skills through work that makes cross-curricular links with other subjects</p> <p>4.2 Reading c develop reading skills through work that makes cross-curricular links with other subjects</p> <p>4.3 Writing d move beyond their current situation & take on different roles & viewpoints e evaluate & respond constructively to their own & others' writing i write for contexts & purposes beyond the classroom.</p>
<p>9. As preparation for SATs (and subsequent GCSE) practise recognising the difference between facts and opinions and create a table giving examples of both from the films. Explore any sense of bias in films and how this is conveyed.</p>	<p>1 Key concepts</p> <p>1.1 Competence b Reading & understanding a range of texts, & responding appropriately.</p> <p>1.4 Critical understanding a Engaging with ideas & texts, understanding & responding to the main issues. b Assessing the validity & significance of information & ideas from different sources. d Analysing & evaluating spoken & written language to appreciate how meaning is shaped.</p> <p>2 Key processes</p> <p>2.1 Speaking & listening e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say f understand explicit & implicit meanings g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions i sift, summarise & use the most important points</p> <p>2.2 Reading – for meaning a extract & interpret information, events, main points & ideas from texts b infer & deduce meanings, recognising the writers' intentions d select & compare information from different texts e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion f recognise & discuss different interpretations of texts, justifying their own views on what they read & see, & supporting them with evidence h understand how the nature & purpose of texts influences the selection of content & its meanings i understand how meaning is created through the combination of words, images & sounds in multimodal texts</p>

<p>9. <i>Continued</i> As preparation for SATs (and subsequent GCSE) practise recognising the difference between facts and opinions and create a table giving examples of both from the films. Explore any sense of bias in films and how this is conveyed.</p>	<p>2.2 Reading – the author’s craft j how texts are crafted to shape meaning & produce particular effects l how writers’ uses of language & rhetorical, grammatical & literary features influence the reader</p> <p>2.3 Writing - composition r summarise & take notes</p> <p>3 Range & content</p> <p>3.1 Speaking & listening b informal group or pair discussions e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.</p> <p>3.2 Reading b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.</p> <p>4 Curriculum opportunities</p> <p>4.2 Reading c develop reading skills through work that makes cross-curricular links with other subjects</p>
<p>10. As preparation for SATs (and subsequent GCSE) practise identifying emotive language used in films – or look more widely at language use and how it adds to the impact – conveys intention of film-maker.</p>	<p>1 Key concepts</p> <p>1.1 Competence b Reading & understanding a range of texts, & responding appropriately.</p> <p>1.4 Critical understanding a Engaging with ideas & texts, understanding & responding to the main issues. d Analysing & evaluating spoken & written language to appreciate how meaning is shaped.</p> <p>2 Key processes</p> <p>2.1 Speaking & listening e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say f understand explicit & implicit meanings i sift, summarise & use the most important points l explore the ways that words, actions, sound & staging combine to create dramatic moments.</p> <p>2.2 Reading – for meaning a extract & interpret information, events, main points & ideas from texts b infer & deduce meanings, recognising the writers’ intentions c understand how meaning is constructed within sentences & across texts as a whole d select & compare information from different texts e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion f recognise & discuss different interpretations of texts, justifying their own views on what they read & see, & supporting them with evidence g understand how audiences & readers choose & respond to texts h understand how the nature & purpose of texts influences the selection of content & its meanings i understand how meaning is created through the combination of words, images & sounds in multimodal texts</p> <p>2.2 Reading – the author’s craft j how texts are crafted to shape meaning & produce particular effects l how writers’ uses of language & rhetorical, grammatical & literary features influence the reader m how writers present ideas & issues to have an impact on the reader p how texts relate to the social, historical & cultural context in which they were written.</p>

<p>10. <i>Continued</i> As preparation for SATs (and subsequent GCSE) practise identifying emotive language used in films – or look more widely at language use and how it adds to the impact – conveys intention of film-maker.</p>	<p>3 Range & content</p>
	<p>3.1 Speaking & listening</p>
	<p>b informal group or pair discussions</p>
	<p>e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.</p>
	<p>3.2 Reading</p>
	<p>a of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics & how, in some cases, they have influenced culture & thinking</p>
	<p>b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations</p>
	<p>c challenging, using language imaginatively to create new meanings & effects, & encouraging pupils to try such writing for themselves.</p>
	<p>h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film</p>
	<p>i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.</p>
	<p>4 Curriculum opportunities</p>
	<p>4.1 Speaking & listening</p>
	<p>e make extended contributions, individually & in groups</p>
	<p>f develop speaking & listening skills through work that makes cross-curricular links with other subjects</p>
	<p>4.2 Reading</p>
<p>a develop independence in reading</p>	
<p>b engage with whole texts for sustained periods</p>	
<p>c develop reading skills through work that makes cross-curricular links with other subjects</p>	
<p>d meet & talk with other readers & writers wherever possible</p>	
<p>11. Use the films to stimulate a piece of descriptive writing: describe one of the most interesting characters encountered in the films. Look at literary descriptions of people eg Dickens.</p>	<p>1 Key concepts</p>
	<p>1.1 Competence</p>
	<p>a Being clear, coherent & accurate in spoken & written communication.</p>
	<p>c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.</p>
	<p>1.2 Creativity</p>
	<p>a Making fresh connections between ideas, experiences, texts & words, drawing on a rich experience of language & lit.</p>
	<p>b Using inventive approaches to making meaning, taking risks, playing with language & using it to create new effects.</p>
	<p>1.4 Critical understanding</p>
	<p>c Exploring others' ideas & developing their own.</p>
	<p>d Analysing & evaluating spoken & written language to appreciate how meaning is shaped.</p>
	<p>2 Key processes</p>
	<p>2.2 Reading – for meaning</p>
	<p>g understand how audiences & readers choose & respond to texts</p>
	<p>h understand how the nature & purpose of texts influences the selection of content & its meanings</p>
	<p>2.2 Reading – the author's craft</p>
<p>j how texts are crafted to shape meaning & produce particular effects</p>	
<p>l how writers' uses of language & rhetorical, grammatical & literary features influence the reader</p>	
<p>m how writers present ideas & issues to have an impact on the reader</p>	
<p>2.3 Writing - composition</p>	
<p>b write imaginatively, creatively & thoughtfully, producing texts that interest & engage the reader</p>	
<p>f use imaginative vocabulary & varied linguistic & literary techniques to achieve particular effects</p>	
<p>j vary sentence structure for interest, effect & subtleties of meaning</p>	
<p>q use planning, drafting, editing, proofreading & self-evaluation to shape & craft their writing for maximum effect</p>	
<p>s write legibly, with fluency &, when required, speed.</p>	

<p>11. <i>Continued</i> Use the films to stimulate a piece of descriptive writing: describe one of the most interesting characters encountered in the films. Look at literary descriptions of people eg Dickens.</p>	<p>2.3 Writing – technical accuracy</p> <p>t use the conventions of standard English effectively</p> <p>u use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense</p> <p>v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning</p> <p>w spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections</p>	
	<p>3 Range & content</p>	
	<p>3.2 Reading</p> <p>a of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics & how, in some cases, they have influenced culture & thinking</p> <p>c challenging, using language imaginatively to create new meanings & effects, & encouraging pupils to try such writing for themselves.</p> <p>d stories, poetry & drama drawn from different historical times, including contemporary writers</p> <p>h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film</p> <p>i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.</p>	
	<p>3.3 Writing</p> <p>a develop ideas, themes, imagery, settings &/or characters when writing to imagine, explore & entertain</p>	
	<p>4 Curriculum opportunities</p>	
	<p>4.2 Reading</p> <p>a develop independence in reading</p> <p>f discuss reading interests & preferences, & sustain individual reading for pleasure.</p>	
	<p>4.3 Writing</p> <p>a develop independence in writing</p> <p>c play with language & explore different ways of discovering & shaping their own meanings</p> <p>f draw on their reading & knowledge of linguistic & literary forms when composing writing</p>	
	<p>12. Hold a formal class debate ‘This house believes that society should give to beggars.’ More able students to support motion as harder to do given evidence and approach of films.</p>	<p>1 Key concepts</p>
		<p>1.1 Competence</p> <p>a Being clear, coherent & accurate in spoken & written communication.</p> <p>b Reading & understanding a range of texts, & responding appropriately.</p> <p>e Making informed choices about effective ways to communicate formally & informally</p>
		<p>1.4 Critical understanding</p> <p>b Assessing the validity & significance of information & ideas from different sources.</p> <p>c Exploring others’ ideas & developing their own.</p>
		<p>2 Key processes</p>
		<p>2.1 Speaking & listening</p> <p>a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal</p> <p>b use a range of ways to structure & organise their speech to support their purposes & guide the listener</p> <p>c vary vocabulary, structures & grammar to convey meaning, including speaking standard English fluently</p> <p>d engage an audience, using a range of techniques to explore, enrich & explain their ideas</p> <p>e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say</p> <p>g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions</p> <p>i sift, summarise & use the most important points</p>
		<p>2.2 Reading – for meaning</p> <p>a extract & interpret information, events, main points & ideas from texts</p> <p>d select & compare information from different texts</p> <p>e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion</p>

<p>12. <i>Continued</i> <i>Hold a formal class debate 'This house believes that society should give to beggars.' More able students to support motion as harder to do given evidence and approach of films.</i></p>	<p>3 Range & content</p> <p>3.1 Speaking & listening</p> <p>a prepared, formal presentations & debates</p> <p>e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.</p> <p>3.2 Reading</p> <p>b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations</p> <p>h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film</p> <p>i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.</p> <p>4 Curriculum opportunities</p> <p>4.1 Speaking & listening</p> <p>a experiment with a range of approaches, produce different outcomes & play with language</p> <p>b engage in specific activities that develop speaking & listening skills</p> <p>d evaluate & respond constructively to their own & others' performances</p> <p>e make extended contributions, individually & in groups</p> <p>f develop speaking & listening skills through work that makes cross-curricular links with other subjects</p> <p>4.2 Reading</p> <p>c develop reading skills through work that makes cross-curricular links with other subjects</p>
<p>13. Plan a TV advert or wider marketing campaign (poster, advertorial, radio and/or TV advert) for one of the major charities (or one they make up) asking people to give to them as opposed to directly to the beggar. Present ideas as a project folder or in a role-play to a group of peers who evaluate proposal. Explore/analyse magazine and TV adverts as well as posters to inform own campaign.</p>	<p>1 Key concepts</p> <p>1.1 Competence</p> <p>a Being clear, coherent & accurate in spoken & written communication.</p> <p>d Being adaptable in a widening range of familiar & unfamiliar contexts</p> <p>e Making informed choices about effective ways to communicate formally & informally</p> <p>1.2 Creativity</p> <p>a Making fresh connections between ideas, experiences, texts & words, drawing on a rich experience of language & lit.</p> <p>b Using inventive approaches to making meaning, taking risks, playing with language & using it to create new effects.</p> <p>d Using creative approaches to answering questions, solving problems & developing ideas.</p> <p>1.4 Critical understanding</p> <p>a Engaging with ideas & texts, understanding & responding to the main issues.</p> <p>c Exploring others' ideas & developing their own.</p> <p>2 Key processes</p> <p>2.1 Speaking & listening</p> <p>a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal</p> <p>b use a range of ways to structure & organise their speech to support their purposes & guide the listener</p> <p>d engage an audience, using a range of techniques to explore, enrich & explain their ideas</p> <p>e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say</p> <p>g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions</p> <p>h take different roles in organising, planning & sustaining talk in groups</p> <p>i sift, summarise & use the most important points</p> <p>j use different dramatic approaches to explore ideas, texts & issues</p> <p>l explore the ways that words, actions, sound & staging combine to create dramatic moments.</p>

13. Continued

Plan a TV advert or wider marketing campaign (poster, advertorial, radio and/or TV advert) for one of the major charities (or one they make up) asking people to give to them as opposed to directly to the beggar. Present ideas as a project folder or in a role-play to a group of peers who evaluate proposal. Explore/analyse magazine and TV adverts as well as posters to inform own campaign.

2.2 Reading – for meaning

a extract & interpret information, events, main points & ideas from texts

d select & compare information from different texts

e assess the usefulness of texts, sift the relevant from the irrelevant & distinguish between fact & opinion

f recognise & discuss different interpretations of texts, justifying their own views on what they read & see, & supporting them with evidence

g understand how audiences & readers choose & respond to texts

h understand how the nature & purpose of texts influences the selection of content & its meanings

i understand how meaning is created through the combination of words, images & sounds in multimodal texts

2.2 Reading – the author’s craft

j how texts are crafted to shape meaning & produce particular effects

k how writers structure & organise different texts, including non-linear & multimodal

l how writers’ uses of language & rhetorical, grammatical & literary features influence the reader

m how writers present ideas & issues to have an impact on the reader

n how form, layout & presentation contribute to effect

o how themes are explored in different texts

p how texts relate to the social, historical & cultural context in which they were written.

2.3 Writing - composition

a write clearly & coherently, including an appropriate level of detail

b write imaginatively, creatively & thoughtfully, producing texts that interest & engage the reader

d adapt style & language appropriately for a range of forms, purposes & readers

f use imaginative vocabulary & varied linguistic & literary techniques to achieve particular effects

g structure their writing to support the purpose of the task & guide the reader

j vary sentence structure for interest, effect & subtleties of meaning

n use persuasive techniques & rhetorical devices

p present material clearly, using appropriate layout, illustrations & organisation

q use planning, drafting, editing, proofreading & self-evaluation to shape & craft their writing for maximum effect

2.3 Writing – technical accuracy

t use the conventions of standard English effectively

u use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense

v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning

w spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections

3 Range & content

3.1 Speaking & listening

c individual & group improvisation & performance

e describing, instructing, narrating, explaining, **justifying, persuading, entertaining**, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.

3.2 Reading

c challenging, using language imaginatively to create new meanings & effects, & encouraging pupils to try such writing for themselves.

h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film

i purposes such as to instruct, inform, explain, describe, analyse, review, **discuss & persuade**.

3.3 Writing

a develop ideas, themes, imagery, settings &/or characters when writing to imagine, explore & entertain

c present ideas & views logically & persuasively

d explain or describe information & ideas relevantly & clearly.

e stories, poems, play scripts, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, **advertisements**, editorials, articles & letters conveying opinions, **campaign literature**, polemics, reviews, **commentaries**, articles, essays & reports.

<p>13. <i>Continued</i> Plan a TV advert or wider marketing campaign (poster, advertorial, radio and/or TV advert) for one of the major charities (or one they make up) asking people to give to them as opposed to directly to the beggar. Present ideas as a project folder or in a role-play to a group of peers who evaluate proposal. Explore/analyse magazine and TV adverts as well as posters to inform own campaign.</p>	<p>3.4 Language structure & variation b variations in written standard English & how it differs from standard & non-standard spoken language c the significance of standard English as the main language of public communication nationally & globally d influences on spoken & written language, including the impact of technology.</p> <p>4 Curriculum opportunities</p> <p>4.1 Speaking & listening a experiment with a range of approaches, produce different outcomes & play with language b engage in specific activities that develop speaking & listening skills c use speaking & listening to develop their reading & writing d evaluate & respond constructively to their own & others' performances f develop speaking & listening skills through work that makes cross-curricular links with other subjects</p> <p>4.2 Reading c develop reading skills through work that makes cross-curricular links with other subjects</p> <p>4.3 Writing c play with language & explore different ways of discovering & shaping their own meanings d move beyond their current situation & take on different roles & viewpoints e evaluate & respond constructively to their own & others' writing g develop writing skills through work that makes cross-curricular links with other subjects</p>
<p>14. Ask students to imagine that their class/school has raised £500 for charity and that they need to persuade them to donate it to a homeless charity – rehearse their arguments, alternatively write a speech persuading school to concentrate fund-raising efforts on homeless charity.</p>	<p>1 Key concepts</p> <p>1.1 Competence a Being clear, coherent & accurate in spoken & written communication. e Making informed choices about effective ways to communicate formally & informally</p> <p>1.4 Critical understanding a Engaging with ideas & texts, understanding & responding to the main issues. b Assessing the validity & significance of information & ideas from different sources. c Exploring others' ideas & developing their own.</p> <p>2 Key processes</p> <p>2.1 Speaking & listening a present information & points of view clearly & appropriately in different contexts, adapting talk for a range of purposes & audiences, including the more formal d engage an audience, using a range of techniques to explore, enrich & explain their ideas g make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas & asking questions i sift, summarise & use the most important points j use different dramatic approaches to explore ideas, texts & issues</p> <p>2.2 Reading – for meaning a extract & interpret information, events, main points & ideas from texts</p> <p>2.3 Writing - composition a write clearly & coherently, including an appropriate level of detail d adapt style & language appropriately for a range of forms, purposes & readers g structure their writing to support the purpose of the task & guide the reader h use clearly demarcated paragraphs to organise meaning i use complex sentences to extend, link & develop ideas k consider what the reader needs to know & include relevant details l use formal & impersonal language & concise expression m develop logical arguments & cite evidence n use persuasive techniques & rhetorical devices p present material clearly, using appropriate layout, illustrations & organisation</p>

<p>14. <i>Continued</i> Ask students to imagine that their class/school has raised £500 for charity and that they need to persuade them to donate it to a homeless charity – rehearse their arguments, alternatively write a speech persuading school to concentrate fund-raising efforts on homeless charity.</p>	<p>2.3 Writing – technical accuracy</p> <p>t use the conventions of standard English effectively</p> <p>u use grammar accurately in a variety of sentence types, including subject – verb agreement & correct & consistent use of tense</p> <p>v signal sentence structure by the effective use of the full range of punctuation marks to clarify meaning</p> <p>w spell correctly, increasing their knowledge of regular patterns of spelling, word families, roots of words & derivations, including prefixes, suffixes & inflections</p>	
	<p>3 Range & content</p>	
	<p>3.1 Speaking & listening</p> <p>a prepared, formal presentations & debates</p> <p>e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, shaping & expressing ideas, feelings & opinions.</p>	
	<p>3.2 Reading</p> <p>h forms such as journalism, travel writing, essays, reportage, literary non-fiction & multimodal texts including film</p> <p>i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.</p>	
	<p>3.3 Writing</p> <p>c present ideas & views logically & persuasively</p> <p>d explain or describe information & ideas relevantly & clearly.</p>	
	<p>3.4 Language structure & variation</p> <p>c the significance of standard English as the main language of public communication nationally & globally</p>	
	<p>4 Curriculum opportunities</p>	
	<p>4.1 Speaking & listening</p> <p>a experiment with a range of approaches, produce different outcomes & play with language</p> <p>b engage in specific activities that develop speaking & listening skills</p> <p>d evaluate & respond constructively to their own & others' performances</p> <p>e make extended contributions, individually & in groups</p> <p>f develop speaking & listening skills through work that makes cross-curricular links with other subjects</p>	
	<p>4.2 Reading</p> <p>c develop reading skills through work that makes cross-curricular links with other subjects</p>	
	<p>4.3 Writing</p> <p>d move beyond their current situation & take on different roles & viewpoints</p> <p>e evaluate & respond constructively to their own & others' writing</p> <p>g develop writing skills through work that makes cross-curricular links with other subjects</p>	
	<p>15. Write a play script that focuses on the issues associated with begging in an attempt to increase awareness of the issues.</p>	<p>1 Key concepts</p>
		<p>1.1 Competence</p> <p>a Being clear, coherent & accurate in spoken & written communication.</p> <p>b Reading & understanding a range of texts, & responding appropriately.</p> <p>c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling & punctuation.</p>
		<p>1.2 Creativity</p> <p>a Making fresh connections between ideas, experiences, texts & words, drawing on a rich experience of language & lit.</p> <p>b Using inventive approaches to making meaning, taking risks, playing with language & using it to create new effects.</p> <p>c Using imagination to convey themes, ideas & arguments, solve problems, & create settings, moods & characters.</p> <p>d Using creative approaches to answering questions, solving problems & developing ideas.</p>
		<p>1.3 Cultural understanding</p> <p>b Exploring how ideas, experiences & values are portrayed differently in texts from a range of cultures & traditions.</p>
		<p>1.4 Critical understanding</p> <p>a Engaging with ideas & texts, understanding & responding to the main issues.</p> <p>c Exploring others' ideas & developing their own.</p>

15. Continued

Write a play script that focuses on the issues associated with begging in an attempt to increase awareness of the issues.

2 Key processes

2.1 Speaking & listening

c vary vocabulary, structures & grammar to convey meaning, including speaking standard English fluently

d engage an audience, using a range of techniques to explore, enrich & explain their ideas

e listen & respond constructively to others, taking different views into account & modifying their own views in the light of what others say

k use different dramatic techniques to convey action, character, atmosphere & tension

l explore the ways that words, actions, sound & staging combine to create dramatic moments.

2.2 Reading – for meaning

a extract & interpret information, events, main points & ideas from texts

i understand how meaning is created through the combination of words, images & sounds in multimodal texts

2.2 Reading – the author’s craft

j how texts are crafted to shape meaning & produce particular effects

k how writers structure & organise different texts, including non-linear & multimodal

l how writers’ uses of language & rhetorical, grammatical & literary features influence the reader

m how writers present ideas & issues to have an impact on the reader

n how form, layout & presentation contribute to effect

o how themes are explored in different texts

p how texts relate to the social, historical & cultural context in which they were written.

2.3 Writing - composition

b write imaginatively, creatively & thoughtfully, producing texts that interest & engage the reader

c generate & harness new ideas & develop them in their writing

d adapt style & language appropriately for a range of forms, purposes & readers

e maintain consistent points of view in fiction & non-fiction writing

f use imaginative vocabulary & varied linguistic & literary techniques to achieve particular effects

j vary sentence structure for interest, effect & subtleties of meaning

p present material clearly, using appropriate layout, illustrations & organisation

q use planning, drafting, editing, proofreading & self-evaluation to shape & craft their writing for maximum effect

r summarise & take notes

s write legibly, with fluency &, when required, speed.

3 Range & content

3.1 Speaking & listening

d devising, scripting & performing plays.

e describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; & exploring, **shaping & expressing ideas, feelings & opinions.**

3.2 Reading

a of high quality, among the best of their type, that will encourage pupils to appreciate their characteristics & how, in some cases, they have influenced culture & thinking

b interesting & engaging, allowing pupils to explore their present situation or move beyond it to experience different times, cultures, viewpoints & situations

c challenging, using language imaginatively to create new meanings & effects, & encouraging pupils to try such writing for themselves.

d stories, poetry & drama drawn from different historical times, including contemporary writers

i purposes such as to instruct, inform, explain, describe, analyse, review, discuss & persuade.

3.3 Writing

a develop ideas, themes, imagery, settings &/or characters when writing to imagine, explore & entertain

e stories, poems, **play scripts**, autobiographies, screenplays, diaries, minutes, accounts, information leaflets, plans, summaries, brochures, advertisements, editorials, articles & letters conveying opinions, campaign literature, polemics, reviews, commentaries, articles, essays & reports.

15. Continued

Write a play script that focuses on the issues associated with begging in an attempt to increase awareness of the issues.

3.4 Language structure & variation

b variations in written standard English & how it differs from standard & non-standard spoken language

d influences on spoken & written language, including the impact of technology.

4 Curriculum opportunities

4.1 Speaking & listening

a experiment with a range of approaches, produce different outcomes & play with language

b engage in specific activities that develop speaking & listening skills

c use speaking & listening to develop their reading & writing

d evaluate & respond constructively to their own & others' performances

4.3 Writing

a develop independence in writing

c play with language & explore different ways of discovering & shaping their own meanings

d move beyond their current situation & take on different roles & viewpoints

e evaluate & respond constructively to their own & others' writing

f draw on their reading & knowledge of linguistic & literary forms when composing writing

g develop writing skills through work that makes cross-curricular links with other subjects

Sample Lesson Plan

Key Stage 4 (GCSE Preparation) Give Me Shelter

Overview

The work suggested below can be completed in entirety or part and enables students to practise exam responses and complete oral and written work that may be submitted as coursework.

Curriculum References (Programmes of Study 2007)

Reading Response	Writing to Argue Persuade or Advise	Video – Speaking & Listening
<p>1 Key Concepts <i>1.1 Competence</i> 1.1b Reading, understanding the detail and gaining an overview of texts from a wide range of sources, including those found beyond the classroom. <i>1.4 Critical understanding</i> 1.4a Engaging with the details of ideas and texts; 1.4d Analysing and evaluating spoken and written language to explore their impact on the audience.</p> <p>2 Key Processes <i>2.2 Reading</i> 2.2b understand how meaning is constructed within sentences and across texts as a whole; 2.2c recognise subtlety, ambiguity and allusion within sentences and across texts as a whole; 2.2e select, compare, summarise and synthesise information from different texts and use it to form their own ideas, arguments and opinions; 2.2f reflect on the origin and purpose of texts and assess their usefulness, recognising bias, opinion, implicit meaning and abuse of evidence; 2.2h recognise and evaluate the ways in which texts may be interpreted differently according to the perspective of the reader; 2.2i analyse and evaluate the impact of combining words, images and sounds in media, moving-image and multimodal texts; 2.2 j analyse and evaluate writers' use of language in a range of texts, commenting precisely on how texts are crafted to shape meaning and produce particular effects; 2.2k identify the purposes of texts, analysing and evaluating how writers structure and organise ideas to shape meaning for particular audiences and readers; 2.2l analyse and evaluate how form, layout and presentation contribute to effect; 2.2m compare texts, looking at style, theme and language and exploring connections and contrasts .</p>	<p>1 Key Concepts <i>1.1 Competence</i> 1.1a Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication; 1.1c Demonstrating a secure understanding of the conventions of written language, including grammar, spelling and punctuation. <i>1.2 Creativity</i> 1.2b Experimenting with language, manipulating form, challenging conventions and reinterpreting ideas; 1.2c Using imagination to create effects to surprise and engage the audience; 1.2d Using creative approaches to answering questions, solving problems and developing ideas. <i>1.4 Critical understanding</i> 1.4a Engaging with the details of ideas and texts; 1.4c Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument.</p> <p>2 Key Processes <i>2.3 Writing</i> 2.3a write imaginatively, creatively and thoughtfully, producing texts that interest, engage and challenge the reader; 2.3b write fluently, adapting style and language to a wide range of forms, contexts and purposes; 2.3c present information and ideas on complex subjects concisely, logically and persuasively; 2.3d establish and sustain a consistent point of view in fiction and non-fiction writing; 2.3e use a range of ways to structure whole texts to give clarity and emphasis; 2.3f use clearly demarcated paragraphs to develop and organise meaning; 2.3g use a wide variety of sentence structures to support the purpose of the task, giving clarity and emphasis and creating specific effects, and to extend, link and develop ideas; 2.3h support and strengthen their own views by incorporating different kinds of evidence from a range of sources; 2.3i select appropriate persuasive techniques and rhetorical devices; 2.3m use the grammatical features of written standard English accurately to structure a wide range of sentence types for particular purposes and effect; 2.3n use the full range of punctuation marks accurately and for deliberate effect; 2.3o spell correctly, including words that do not conform to regular patterns and words that are sometimes confused in use.</p>	<p>1 Key Concepts <i>1.1 Competence</i> 1.1a Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication; 1.1d Applying and transferring skills in a wide range of contexts, demonstrating flexibility and adaptability.; 1.1e Making independent judgements about how to communicate effectively and sustain formal interaction, particularly in unfamiliar contexts; <i>1.2 Creativity</i> 1.2a Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature; 1.2b Experimenting with language, manipulating form, challenging conventions and reinterpreting ideas; 1.2c Using imagination to create effects to surprise and engage the audience; 1.2d Using creative approaches to answering questions, solving problems and developing ideas.</p> <p>2 Key Processes <i>2.1 Speaking & listening</i> 2.1a speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English; 2.1b present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect; 2.1c select from strategies to adapt speaking and listening flexibly in different circumstances; 2.2d reflect and comment critically on their own and others' performances; 2.2e listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas; 2.2j work purposefully in groups, negotiating and building on the contributions of others to complete tasks or reach consensus; 2.2k use a range of dramatic approaches to explore complex ideas, texts and issues in scripted and improvised work; 2.2m evaluate drama performances that they have watched or taken part in.</p>

GCSE Assessment Objectives

A01 Speaking and Listening (En1)

- a. communicate clearly and imaginatively, structuring and sustaining their talk and adapting it to different situations, using standard English appropriately;
- b. participate in discussion by both speaking and listening, judging the nature and purposes of contributions and the role of the participants;
- c. adopt roles and communicate with audiences using a range of techniques.

A02 Reading (En2)

- a. read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- b. distinguish between fact and opinion and evaluate how information is presented;
- c. follow an argument, identifying implications and recognising inconsistencies;
- d. select material appropriate to the purpose, collate material from different sources, and make cross-references;
- e. understand and evaluate how writer's use linguistic, structural and presentational devices to achieve their effects, and comment on the ways language varies and changes.

A03 Writing (En3)

- d. communicate clearly and imaginatively, using and adapting forms for different readers and purposes;
- e. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features;
- f. use a range of sentence structures effectively with accurate punctuation and spelling.

Group organisation

Students complete the practise exam questions and optional written coursework individually. Discussion work is completed either in groups or as a class. The oral assessment can be completed by individuals, pairs or groups.

Suggested timing

To complete all the suggested activities will take 6-8 lessons. Additional research can be completed for homework.

Resources

- Download of the first six pages of Shelter's publication *40 Years On* or make sure you have access to Shelter's website to read materials online
- Access to TrueTube *Never Give to a Beggar* films, specifically the film clip *NCH: Real stories*
- Sheet 1 *Reading Response*
- Sheet 2 *Video Briefing*
- Sheet 3 *Writing to Argue, Persuade or Advise*
- Copies of your exam syllabus's mark scheme for oral assessment
- Literature focused on the issue of homelessness, for example, *Stone Cold* by Robert Swindells, *Down and Out in London and Paris* by George Orwell (*optional*)

Activities

Introduction [2 lessons]



1. As a class, watch *NCH: Real stories* and then ask students to read the extracts from the Shelter publication *40 Years On (Extracts)*. Give students 60 minutes to answer the exam-type questions on Sheet 1 *Reading Response*.
2. Discuss students' responses.
3. Following the whole class discussion, students could work in pairs to check each other's work and suggest improvements. Comments should be written in a different coloured ink and discussed.

Development [2-3 lessons]



4. Using the Shelter reading as a starting point, ask students to watch some of the other films on TrueTube and complete additional research that will allow them to create a short video in which they provide a creative response to the issues surrounding homelessness that explores, analyses and/or imagines. An optional briefing is provided on Sheet 2 *Video Briefing*. This invites the students to choose one of the TrueTube films as a stimulus and decide whether they want to produce an individual, group or drama based response. Alternatively, you could specify according to need.
5. The video could form the basis for oral coursework assessment with the storyboard providing some of the evidence along with the video itself. It will also provide material for a later written assignment. As part of the preparation give students access to the mark scheme for oral assessment so that they can see what they are trying to achieve – discuss the criteria for each grade band with them.
6. Students should peer-review and comment before editing and uploading to the TrueTube site. This reinforces the sense of authentic purpose and provides an audience outside the classroom.

Plenary [1 lesson]



7. Using what they have learned and discussed, students can write a timed response to one of the questions on Sheet 3 *Writing to Argue, Persuade or Advise*. This provides exam practice.
8. If there is time, ask students to review each other's work and make suggestions for improvements.

Extension [1-2 lessons]

9. If required students could also use the stimulus material as the basis for a piece of coursework writing, although this may be overkill! If the response is to be imaginative, you may wish to explore some literary examples first.

Sheet 1 Reading Response

Answer **all** questions in this section
Spend about **60 minutes** on this section

Read the letter (non-fiction text) **Forty years of Shelter** and the two following media sections **1966** and **2006** and the *NCH: Real lives* video.

1	How does the Director of Shelter feel about the issue of homelessness in the UK? Read his letter at the start of Forty years of Shelter . To answer this question you will need to focus on his opinions. What do you learn about the purpose of the text?	(6 marks)
2	What does the NCH film have to say about the problem of homelessness in the UK? What are the key messages and how effectively are they presented? Explain your views.	(3 marks)
3	From the two sections on Shelter in 1966 and 2006 what have you found out about: <ul style="list-style-type: none">• its intended purpose and audience?• how meaning is conveyed through pictures and graphs?• how layout and presentation contribute to its effect?	(9 marks)
4	Looking at all the texts (written and film). What does each tell you about:	
	<ul style="list-style-type: none">• the problems faced by the homeless	(4 marks)
	<ul style="list-style-type: none">• the differences between the problems in 1966 and 2006	(4 marks)
	<ul style="list-style-type: none">• the reasons for the differences	(4 marks)
	Total	30 marks

Hints and Tips

Read the extracts once, read the questions, then read the extracts again making notes as you read. Keep referring to the questions and make sure you have read them carefully.

Make sure the length and detail of your answer matches the number of marks awarded. The more marks, the more detail you need.

Use your own words; don't just copy out great chunks of the text. Remember, you are showing that you can understand and interpret what you read.

Read through the questions and answers again at the end to check that you have answered all parts of the question.

Check your spelling and punctuation.

Background

TrueTube (www.truetube.co.uk) is aimed at 12-25 year olds to provide a platform for debate on the moral and ethical issues that are central to young people's lives. It encourages users to think, engage with others' ideas and speak out on issues that matter to them. It acts as an antidote to the passive, voyeurism so prevalent in popular culture.

The site provides short films on issues to start a debate, inspire involvement, provide information and promote further research. TrueTube invites users to upload their own films made in response to what they have viewed as well as other issues of personal importance.

Having looked in some detail at the issue of homelessness, create your own response to share with other young people who visit the TrueTube site.

Task

1. Look at the films already available on the site and discuss how they present information and opinions on the issue of begging and homelessness.
2. Think about what the film-maker is trying to achieve in each? What does he/she want you to think and feel and how successful do you think he or she is? Why?
3. Either alone, with a partner or in a group, discuss the sort of film that you'd like to create. Decide whether the purpose is to explore the issue more fully, analyse it in a balanced manner or imagine what it would be like to be in the situation. Use the outline opposite to jot down your ideas.
4. Plan or storyboard your approach. You can use the blank storyboard on the reverse of this sheet. Try to keep the film below five minutes.
5. Review the first take of the video in terms of clarity of communication and appropriateness for audience and purpose.

Rough Outline

Audience:

Purpose/message:

Timing:

Style/approach:

Beginning:

Middle:

End:

Sheet 3 Writing to Argue, Persuade or Advise

Answer **one** question in this section

Spend about **45 minutes** on this section

You may use some of the information from the texts you have read and watched if you want to, but this is optional. Use your own words if you do use the information, don't simply copy it.

Remember:

- spend about five minutes planning what you want to write
- aim to write about 1 ½ to 2 sides
- spend about 5 minutes checking the accuracy of your work (spelling, punctuation and paragraphing).

1	<p>Many people dismiss beggars as lazy individuals who just choose not to work. Imagine that you read an article in a newspaper in which this opinion was expressed. Write an answering letter to the newspaper arguing against this view. Remember to be clear in the way you make your points and support your argument with ideas and evidence.</p>	<h2 style="margin: 0;">Hints and Tips</h2> <h3 style="margin: 0;">Purpose and audience</h3> <p>Before you start, think carefully about for whom you are writing and why. This will help you adapt your writing to suit your reader and help you to achieve the impact or end result you want.</p> <h3 style="margin: 0;">Communication</h3> <ul style="list-style-type: none"> • express your ideas clearly • make sure the style you choose is appropriate to the intended reader • use adventurous, but appropriate vocabulary. <h3 style="margin: 0;">Planning and organisation</h3> <ul style="list-style-type: none"> • arrange your main ideas into logically ordered paragraphs – a new paragraph for each new idea • write in clearly demarcated, accurately punctuated sentences – these can be varied according to the effect you want to achieve (short and sharp to shock or make a point bluntly, more complex when you need to explain something more fully.) • choose the correct format for the type of writing (leaflet, diary, letter, speech etc). 		
2	<p>In the TrueTube films many of the people interviewed say that you shouldn't give to beggars but to a charity that supports the homeless instead. Imagine that you are the head of Shelter, a homeless charity, and you have been asked to give a speech on TV persuading the viewing public to donate. Write the script for your speech. Remember to give the reasons why the public should donate and select your words carefully in order to influence your listeners.</p>			
3	<p>Write an advice sheet for young people who are likely to find themselves homeless. Remember to suggest a range of things they can do, address your readers directly and think carefully about the appropriate tone of voice.</p>	<p>Argue Develop and present a particular point of view. Needs a series of clear and logical points. Techniques include – emotive language; use of examples, facts & figures; rhetorical questions; expression of opinion etc</p>	<p>Persuade Aim to convince your reader by identifying with them. Techniques include – exaggeration; emotive language; repetition for emphasis; short, sharp, decisive sentences; alliteration; use of personal address 'we', 'our'; interesting adjectives and imperative verbs etc.</p>	<p>Advise Offer useful information and one or more solutions. You can reassure or challenge your reader. Techniques include – use of personal and sometimes informal language; uses imperative and modal verbs (those which order and those that indicate possibility); interesting & engaging vocabulary and structure.</p>

Appendix 1: Homelessness FACTS and FIGURES

The following facts and figures with associated links can be found on the TrueTube website.

It is impossible to say exactly how many people are sleeping rough at any one time as people move around, hide away or sleep on public transport and some, who claim they are homeless, may actually be begging but have somewhere to stay. In the 1990's, in order to help allocate resources fairly and measure their impact, the government agreed with the voluntary sector on how to consistently measure levels, patterns and trends of rough sleepers. This methodology uses local teams to count the number of people actually seen bedding down during a set period at night; it therefore only records the absolute minimum number of rough sleepers rather than measuring the full extent.

- 3675 rough sleepers were contacted in London by Building Based Services or Outreach teams in the year 05/06. 2829 of whom had further support needs:-
 - 1330 (47%) had problems with alcohol
 - 1244 (44%) had problems with drugs
 - 905 (32%) had mental health issues. *Broadway London - Street To Home*
- Crisis estimate that in 2004 there were 380,000 'hidden homeless' people living in squats, B&B's, hostels and with friends because they didn't have anywhere else to go - that's a population the size of Manchester
- Today, more than 1 million children live in substandard housing within the UK - enough to fill the cities of Bath, Manchester and Edinburgh combined.
- Social housing building budgets have been reduced by almost every UK Government since 1967.
- In 2004 "Shelter helped secure a government commitment to halve the number of families in temporary accommodation by 2010."
- Centrepoin in London houses up to 500 young people a night, on every night of the year and have worked directly with 1450 young people to help them pick themselves back up off the streets. Of that number, over 40% have no qualifications at all. 32% of the young people aged between 16-17 have runaway from home.
- 57% of the young people that Centrepoin assist are black or of Ethnic origin, however only 5% of the total UK Population are black or of ethnic Origin.

LINKS:

<http://landing.shelter.org.uk/homeless?&id=678617046&gp=Homeless>

<http://england.shelter.org.uk/home/home-4862.cfm>

<http://england.shelter.org.uk/files/seealsodocs/16526/40%20years%20on%2Epdf>

<http://www.centrepoin.org.uk/content/view/37/21/>

http://www.broadwaylondon.org/broadwayvoice/policy/Street_to_Home_ARSummary_0506.pdf

http://www.communities.gov.uk/pub/220/Statutoryhomelessness1stquarter2007_id1511220.pdf

<Http://www.crisis.org.uk>

Film Proposal

Title:	A Short punchy title for the film. E.g. Emerald Green
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Channel/Website:	Who do you want to sell the film to? E.g. Channel 4, 8pm
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Target Audience:	Who are your target audience? E.g. 16-25 City Dwellers and Environmentalists
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Idea:	Your film summarized in one sentence. E.g. The green city crusaders hit back
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Description:	One paragraph describing the film. E.g. The residents of Emerald Green speak out about what it is like to live London's newest environmentally friendly community. Are the facilities really all they are cracked up to be? Are their bills really lower than before? How do they feel about sharing cars and using public Transport?
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The Film:	A Full description of the film in 500 words or less (continue on a separate sheet of necessary)
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