

Walter Tull

Adapted from <http://www.bbc.co.uk/sport/football/43504286> and <http://www.bbc.co.uk/sport/football/43504448>

Name _____ Date _____



Walter Tull – one of England's first black professional footballers – should be awarded a Military Cross 100 years after his death, says Tottenham MP David Lammy.

Tull, who played for Tottenham Hotspur and Northampton Town, died aged 29 when he was shot on the battlefields of France during World War One.

He was Britain's first black Army officer.



Tull lost his parents at the age of nine and went to live in a children's home. He began his football career with Tottenham and played more than 100 times for Northampton. He was one of the first black players in the English game and suffered from a great deal of racial abuse.

He joined the army and he became an officer, despite laws at the time preventing it because of his "non-European" heritage. He turned out to be a very brave leader; in the winter of 1917-18, Tull led 26 men across a fast-flowing river on a night raid into an area controlled by the enemy – everyone returned unharmed. As a result, he was recommended for a Military Cross (a medal for bravery). His family are still waiting for that medal.

He died during fierce fighting in Northern France. He was just 29. One of his soldiers – who had been a goalkeeper for Leicester Fosse – tried to drag Tull's body back to the British lines so he could be buried. His efforts failed and Walter's body was never found, like so many that fought and died in the Great War.

Sunday 25th March 2018 was the 100th anniversary of Tull's death, and Lammy has written to the prime minister and secretary of state for defence asking for his Military Cross to be awarded to mark the centenary.

Dele Alli, Danny Rose and Kieran Trippier – the latest generation of black and mixed-race players to follow in Tull's footsteps for Tottenham and England – support Lammy's idea.

"I think now it is time to give Walter that Military Cross," Lammy told BBC Sport. "His service on behalf of this country was immense. He saved people's lives, he fought incredibly hard, died young."

"Walter's story can inspire a generation. I think giving him that Military Cross will reach young people all across this country and say a tremendous amount about the United Kingdom at this time."

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READING COMPREHENSION: E3

1. What happened to Walter Tull when he was a child?

2. Which two football teams did he play for?

3. What does "non-European" mean?

4. What is a Military Cross?

5. Why did one of his friends try to rescue his body?

6. Which two people has Mr Lammy written to?

7. Who are Dele Alli, Danny Rose and Kieran Trippier?

8. Give two reasons that David Lammy thinks Walter Tull should receive a medal.

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WRITING ACTIVITY: E3

In the winter of 1917-18, Tull led 26 men across a fast-flowing river on a night raid into an area controlled by the enemy. Everyone returned unharmed.

Imagine you were one of the soldiers on this trip. Write a letter home describing what it was like. How would you have felt to be in the river? Explain how grateful you were to Walter Tull for leading you so well.

Plan your letter here.

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Draft your letter here. Write at least 100 words.

[illegible]

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Write your final version here.

[illegible]

READING ANSWERS

1. What happened to Walter Tull when he was a child? **His parents died and he went to a children's home**
2. What two football teams did he play for? **Tottenham and Northampton**
3. What does "non-European" mean? **Not from Europe**
4. What is a Military Cross? **A medal for bravery**
5. Why did one of his friends try to rescue his body? **So that Walter could be buried**
6. Which two people has Mr. Lammy written to? **Prime minister and secretary of state for defence**
7. Who are Dele Alli, Danny Rose and Kieran Trippier? **Tottenham and England football players**
8. Give two reasons that David Lammy thinks Walter Tull should receive a medal. **He saved people's lives, he fought incredibly hard, died young, can inspire a generation, his service was immense.**

FUNCTIONAL SKILLS ENGLISH 2018 (takes effect from September 2019)

Purpose and learning aims of Functional Skills English

Functional Skills English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

Levels 1 and 2: a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

Functional English - Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

Learning aims for reading

E1, 2 & 3. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

L1-2 Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

Functional English - Writing

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

Learning aims for writing

E1,2 & 3. Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

L1-2 (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Subject content - FUNCTIONAL SKILLS ENGLISH 2018

→ or ← = not covered in detail in this resource but included to show progression across levels. ✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). **Only relevant content descriptors** are included – consult the DfE Subject Content document for a full list of descriptors. *Content (and *text types) at each level subsumes and builds upon that at lower levels.*

Reading content descriptors

Entry Level 2	Entry Level 3	Level 1
E2.7 Read correctly words designated for Entry Level 2 → E2.8 Understand the main points in texts → E2.11 Read and understand sentences with more than one clause →	E3.8 Read correctly words designated for Entry Level 3 ✓✓ E3.9 Identify, understand and extract the main points and ideas in and from texts ✓✓	L1.9 Identify and understand the main points, ideas and details in texts ✓✓
Scope of study – learners should read *texts that include:		
short straight-forward texts that instruct, inform, describe and narrate.	straightforward texts that instruct, describe, narrate and explain. ✓	straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. ✓

Writing content descriptors

Note that **only writing composition descriptors** are included here as SPaG (spelling, punctuation and grammar) is not the main focus of the writing task.

Entry Level 2	Entry Level 3	Level 1
E2.17 Communicate information using words and phrases appropriate to audience and purpose → E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses → E2.20 Use adjectives and simple linking words in the appropriate way →	E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) ✓✓ E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) ✓✓ E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points ✓✓ E3.21 Write in compound sentences and paragraphs where appropriate ✓ E3.22 Use language appropriate for purpose and audience ✓	L1.22 Communicate information, ideas and opinions clearly, coherently and accurately ← L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience ← L1.24 Use format, structure and language appropriate for audience and purpose ← L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate ←
Scope of study – learners should write *texts that include:		
short, straightforward letters, emails and simple narratives ✓	straightforward narratives, instructions, explanations and reports ✓	straightforward narratives, instructions, explanations and reports of varying lengths

Source: DfE (Feb 2018), *Subject content functional skills:* <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Also covers many Adult Literacy Curriculum elements <http://www.excellencegateway.org.uk/content/etf1286>