



Safety on the streets

Coverage of Literacy Curriculum

Practise listening and speaking

- Listening to and identifying simple feelings and opinions Sllr/E2.5
- Expressing clearly statements of fact and short accounts and descriptions SLc/E2.3
- Following the gist of discussions SLd/E2.1
- Following the main points and making appropriate contributions to the discussion SLd/E2.2

Practise reading and writing

- Tracing and understanding the main events of chronological and instructional texts Rt/E2.1
- Reading and understanding linking words and adverbials in instructions and directions Rs/E2.1
- Reading and understanding words on forms related to personal information Rw/E2.1
- Using adjectives Ws/E2.2
- Using their knowledge of sound / symbol relationships and phonological patterns to help work out correct spellings Ww/E2.2
- Producing legible text Ww/E2.3

Key functions

- Recognising adjectives of feeling, both negative and positive
- Understanding instructions in a text and putting things into chronological order
- Giving short descriptions using adjectives
- Understanding linking words (adverbials)

Key grammar

- Adverbials, adjectives and phonemes

Resources to support this unit

- A sound system and headphones
- A class set of simple dictionaries
- Pre-prepared audio clips of scripts
- Access to computers with an Internet link
- Computers
- Interactive whiteboards

Materials preparation

- Audio clips
- Highlighter pens
- 'Post-it' notes – different shapes and colours
- 'Who?' 'What?' 'When?' 'Why?' 'Where?' 'How?' templates – each on separate A4 sheets, these can be laminated and used in every session
- Speech bubbles – A4
- Small A4 whiteboards, dry wipe pens and sponges or cloths for erasing
- Photographs of people
- Street map or A–Z
- Dictionaries

Page 1

Unit aims

To begin

- Clarify content, purpost, objcectives and outcome of the unit: to use a range of texts to practise reading, adjectives, the use of linking words and sequence.
- Show how the core curriculum skills for each page are itemised on each page of the learner's materials
- Demonstrate how the core curriculum skills represent progression from Entry 1 and reflect the ILP.

Specific to this unit

- The content of this unit is based on the theme of safety in the streets.
- Check learners' experience of crime – have they been victim to it? (Check that this is not too sensitive an issue – some learners may not want to talk about their experiences.)
- Encourage learners to explore all aspects of safety. Don't just dwell on crime and security, for example, but extend to road safety, litter, environmental issues, dog fouling and waste disposal.
- Ensure that this opening discussion is kept short and to the point. Its purpose is to focus on the unit topic and proceed smoothly to the first skills page.

Materials

- Highlighter pens

Page 2

To catch a thief!

Materials

- Audio clip
- Highlighter pens

Rationale

- To recognise adjectives of feeling and extract personal information

Activity A *Speaking and listening*

Pre-task

- Tell learners that they are going to listen to an audio clip of someone who has been a victim of crime. Play the audio clip through once. Less-confident learners may need to hear the audio clip again in which case play it through again, pausing after every couple of sentences. When learners have finished listening to the text, ask them what has happened?
- Use 'Who?' 'What?' 'Why?' 'Where?' 'When?' 'How?' sheets to simulate discussion. (Add to display if appropriate.) Encourage responses by:
 - Asking. 'How did the man feel about being attacked?'
 - Asking learners to talk about their own community and what happens when someone is a victim of crime and what can be done to prevent it.

Task

- Put learners in pairs and ask them to write down three words they heard in the script to describe feelings and emotions. Ask learners how they would have felt in a similar situation. Read the story together.
- If no one feels confident enough to read, then read the story to the group, encouraging participation. You may ask two learners to share the reading. It will help if the text is on display (OHP / A3 sheet / IT whiteboard / Powerpoint) so that the group can focus on one copy and you can highlight words and explain.
- Always congratulate and thank volunteers who take a lead in group work – praise is a great motivator.

- Ask learners the following question: 'Which words tell us how the victim feels about the loss of his bike?' Highlight the words and introduce the phrase: 'These words are describing...' Explain that these words are called adjectives and describe nouns.
- Write a 'kernel sentence' (a simple sentence made up of subject, verb and object) on the whiteboard. Use examples, e.g. 'I bought glasses and towels.' Ask the group to find this sentence in the text and tell you what extra describing words have been added to give more information and detail, i.e. 'I bought *six* glasses and *two* bath towels.'
- Ask the group to suggest adjectives that would describe the man, the police and the bike. Direct the group to offer words describing feelings for the man and the police, and details for the bike.
- Encourage the group to make suggestions for other 'feeling' adjectives. Ask for other adjectives to describe how a victim of crime might feel. Write them on the whiteboard.
- Divide learners into pairs to discuss how they would feel about losing their bike. Encourage them to use adjectives of feeling from the text, e.g. 'frustrated', 'angry' and 'sad'. To initiate a short discussion, you could tell them how you would have reacted.
- Ask learners to complete the exercise. Encourage individual work and offer support to those who may be struggling.
- Don't be afraid to bring the group back together to go over points if you feel that they are struggling. Draw attention to good work and share it with the group. Try to find something supportive to say about the whole group.

Extension work

- More-able learners could produce a short radio news report using adjectives on the theft, with the victim's responses.

Activity B *Reading and writing*

Pre-task

- Ask learners to look at the text of someone having their bike stolen, keeping an eye out for adjectives of feeling. Give examples, e.g. depressed, brilliant, cross, pleased.

Task

- Ask learners to highlight other adjectives in the text. Then ask them to write three adjectives to describe how Jim felt about his bike being stolen.

Page 3 Claire House

Materials

- Photographs of people, newspaper cuttings (optional), magazines (optional)

Rationale

- To extract key information from a newspaper-style report through reading and writing
- To use adjectives

Activity A *Reading and writing*

Pre-task

- Review what was covered in the last activities. Ask questions to reinforce learning and consolidate understanding. Refer to the display board.
- Decide what record of these activities to place on the display board, i.e. the headline, the group's reaction to the story and the adjectives chosen for the three statements.
- Place an enlarged version of the text on display.
- Draw learners' attention to the newspaper headline. Ask the group to identify the adjectives 'popular' and 'ruthless'. Write these words on the board. Ask what they mean. Direct learners to dictionaries to find out meanings.
- Make sure learners understand the meaning of the adjectives. For example, 'popular community centre' – a place where lots of people like to go; 'ruthless vandals' – people who commit crimes and don't care who gets hurt.
- Instruct learners to read the newspaper article about Claire House. Encourage volunteers to read but be prepared to read to the group. Ask learners to make a mental note or highlight 'feeling' adjectives as they go through the text.
- Make sure less-able learners have time to read the whole article. Discuss the question words: *Who? What? Why? Where? When? and How?* to

establish the facts and to sequence the incidents. Note any new words for the group. Use dictionaries. Ask the group for their reaction to the story.

- Emphasise the adjectives, e.g. I feel **sickened** that anyone would want to destroy a centre like this.

Task

- Ask learners to study the three statements and look at the text box containing adjectives that describe feelings.
- Divide learners into three small groups. Give each group one of the statements to read. Ask them to find the adjectives and decide how the writer feels about the vandal attack. Bring the whole group together to share findings.
- Set up a role-play – a news reporter interviews one of the three locals who has been quoted in the newspaper.
- Ask learners to match one of the statements to one of the adjectives in the box. There will be more than one possibility for each character.

Extension

- Invite more-able learners to look in magazines and / or newspapers for other stories. Learners should choose a photograph and write three adjectives about the person in the picture.
- Learners should swap pictures with another person to see if they come up with same adjectives.

Page 4

What did you see?

Materials

- Photographs or newspaper pictures (optional)

Rationale

- To use adjectives in a personal context

Activity A *Speaking and listening*

- Use the display board for this activity.

Pre-task

- Review what was covered in the last activity. Ask questions to reinforce learning and consolidate understanding. Refer to the display board.
- Show a picture of someone and then put it face down on the desk, or ask a volunteer to leave the room.
- Ask learners to memorise as many details as they can, with the emphasis on eyes, height, clothes, shoes and jewellery.
- Ask learners to write a description of the person in the picture using as many descriptive adjectives as possible.
- Ask learners to compare notes with each other.
- Show the picture again or ask the volunteer to come back into the room.

Task

- Ask learners to read through the text on shoplifting. Encourage volunteers to read but be prepared to read to the group. Make sure that less-able learners have time to read the whole article. Discuss *Who? What? Why? Where? When? and How?* to establish the facts, the sequence of incidents and understanding.
- Note any new words for the group. Use dictionaries.
- Ask the group for their reaction to the story. How would they approach someone who they suspected of shoplifting? What would they do if the person became aggressive or started crying?
- Ask learners how good they think their powers of observation would be if they were a security guard. Ask them what qualities a security guard would need to be able to do the job. Write these on the board.
- Ask learners to look at the image and the adjectives in the box. Ask what other details are important when giving a description.
- Place an enlarged version of the picture of Lorraine on display. Add adjectives around her. Add the group's ideas and choices. Record answers on the board or sheets for display. Encourage the group to write notes for the display.

Activity B *Speaking and writing*

Task

- Split the group into pairs and ask them to sit back-to-back. Ask them to remember the details about the other person.
- Learners can fill in the details on the page. Talk about what was difficult about remembering details.

Page 5 **On guard!**

Materials

- Audio clip
- Jumbled sentences (optional)

Rationale

- To listen for information
- To put information in chronological order
- To reinforce use of adjectives

Activity A *Reading, speaking and listening*

Pre-task

- Ask learners if they know what chronological order means. If no answer is forthcoming, tell them it means putting things into time order and that it is the way that we describe events to make them easily understood by the listener or reader.
- Ask learners the following questions: 'When you came into the room today, what was the first thing you did? What did you do next? After that, what did you do? Record replies on the whiteboard.
- Give further examples of simple daily activities, e.g. making a cup of tea, putting children to bed, organising the washing, getting to work, clocking in etc.

Task

- Draw learners' attention to the shoplifting scene and ask them to describe what is happening in the picture. Ask them to look at the jumbled sentences. Learners should read through the sentences, putting them into the correct order. They don't need to re-write the sentences, just the number.

- Prepare jumbled information as a practical exercise (good for kinaesthetic learners). Write or type each sentence on card. Place the sentences face down on the table. Take turns to pick up a card and read it to the group. The group will decide where the card should be placed on the table. As each card is turned over and placed in order, the group will debate the order and then make joint decisions. Give each learner one piece of information. He or she can read it and place it on the table / the display / the board or wherever he or she thinks it will fit.

Extension

- If there is time, learners can work in pairs to prepare a role-play of Mike and the shoplifter. Ask volunteers to perform their role-play for the rest of the group.

Pages 6 and 7 **Traffic wardens – love us or hate us!**

Materials

- Audio clip of Mary the traffic warden
- A–Z (optional)

Rationale

- To recognise and understand linking words (adverbials) when giving instructions and directions
- To listen for information

Activity A *Reading and listening*

Pre-task

- Ask learners what they know about traffic wardens and what the job involves.
- Draw learners' attention to the picture of Mary the traffic warden and explain that they are going to listen to an audio clip of Mary describing her job.

Task

- Instruct learners to listen to the audio clip while reading Mary's text. Run through the following points.
 - What is Mary's job about?
 - How does she feel about her job?
 - How do other people react to traffic wardens?
- Discuss the following points with the group:
 - the main responsibilities of a traffic warden's job
 - how Mary feels about her job
 - how other people react to traffic wardens.
- Explain that highlighting key points and making simple headings helps to obtain the gist of the information.
- Enlarge Mary's text onto A3 paper / OHP / PDF or whiteboard, and take each heading at a time. Discuss the content with the group and highlight the main points.
- Do the same for Mary's feelings about her job and the public view of traffic wardens.
- Ask learners if they think they could do this type of job. Can they think of anything else a traffic warden might do? Ask them to write down four things that Mary does in her job.
- To help discussion and to show that the group have followed the passage and are able to assimilate information, initiate a role-play scenario in which they interview Mary as she goes about her daily routines. Allow pairs time to prepare questions and answers that will inform the audience about Mary's job.
- Plan and create five photographs that would show different pieces of information that are given by Mary about her job and how she feels about it. (Two groups could be set up – one to cover the functions of the job, the other to explore how Mary feels about it.)

Activity B

Reading

Pre-task

- Explain that when we want to find out how to do something, we need to follow a sequence of events or instructions using linking words.
- Write on the whiteboard: 'after', 'later', 'finally', 'first' and 'next'. Write the following sentences on the whiteboard: 'I get up at 8:00 am. I go into the bathroom. I go downstairs for breakfast. I go to work.' Ask learners if they can use

examples on the whiteboard to create sentences that are more natural. For example, 'I get up at 8:00 am, then (or next) I go into the bathroom. Then (or next), I go downstairs for breakfast. Finally, I go to work.'

Task

- Explain that we use linking words in different situations such as following a road map or finding somewhere to park the car. Tell them that Mary also has to follow a sequence to do her job. Ask learners to look at examples A to E and put them in the correct order. A and E are interchangeable so there may be some debate over this.
- Give each section to individuals as broken information. Each individual must lay out the statements in order on a table or on the wall display.

Pages 8 and 9 Talking points

Materials

- Audio clip of the *Ricky Richards Phone-in Show*
- Audio clip of people talking about crime

Rationale

- To extract relevant information through reading and listening exercises

Activity A

Speaking, listening and writing

Pre-task

- Ask learners to talk about the kind of radio shows they like. Do they know what a phone-in programme is and if they have ever listened or phoned into one?
- Explain that they are going to listen to an audio clip of the *Ricky Richards Phone-in Show*. The callers are talking about crime and whether it's getting worse.
- Play the audio clip. You will probably need to check that the learners understand all the words used in the audio clip, for example, 'visible' and 'emphasis'. Open a discussion on the points raised by the callers.

Task

- Ask learners if they have ever used e-mail. Some people e-mail phone-in shows rather than using the phone. Ask learners if they can think of other uses for e-mails. (e.g. work, keeping in contact with friends, applying for jobs).
- Ask learners to read the two e-mails sent from around the country to the Ricky Richards Show. Ask learners to read them, and in groups of four, discuss their opinions.
- You might need to start the discussion by giving some opinions of your own. For example, 'I think crime is getting worse' (or not, as the case may be) or 'I always lock my doors when I'm in my car.'
- Still in their groups, learners should write an e-mail to Ricky Richards about crime in their area. Make sure each person contributes at least one sentence and uses punctuation learned in earlier units. When they have finished, ask one person from each group to read the e-mail to the group.

Activity B

Listening



Pre-task

- Ask learners what they would do if they saw someone committing a crime. Would they intervene or leave well alone?
- Tell them they are going to listen to an audio clip of people who have either witnessed a crime or been victim to one.

Task

- Play the audio clip, pausing after each person. Ask learners if they think the person is confident about confronting criminals. What would they do in the same situation?
- Encourage learners to use adjectives of feeling. Write some examples on the whiteboard, for example: 'I would be angry and would call the police'.
- In pairs, role-play some simple situations where one person expresses an opinion on something she or he feels strongly about and the other reacts to it. (If the learner doesn't feel strongly about anything, assign a situation such as pub closing times, late-running buses, expensive train fares, loud people etc.) The other person listens and summarises what they think the person feels and believes. For example: 'I think he or she is angry and frustrated about the buses'.

Activity C

Reading and writing

Task

- Ask learners to read the statements in the speech bubbles. Learners should tick 'yes' or 'no' accordingly. Look at the example of Alison and ask learners to do the same for Ravi and Gail. Ask them to write their opinion about each person's response in the space provided.
- This might be taxing for less-able learners, in which case let learners work in pairs.

Extension

- Learners could write a *Crimewatch*-style report on an imaginary crime in their area. Encourage the use of adjectives, for example: 'A tall middle-aged man with black hair was seen in the local chip shop at 11:00 pm'. Encourage the use of adverbials showing the sequence of events. For example: 'A tall middle-aged man with black hair was seen in the local chip shop at 11:00 pm. The man came out of the shop, then walked down the street. He broke into a jeweller's shop and stole three necklaces. Finally, he ran off in the direction of the pub.'

Pages 10 and 11 Reporting a loss

Materials

- A real insurance claim form (optional)
- Highlighter pens (optional)
- Dictionaries
- OHP

Rationale

- To spell correctly
- To read and understand forms containing personal information
- To produce legible writing

Pre-task

- Ask learners about situations that require people to fill in forms, for example, applying for a job, reporting a crime, applying for a passport or filling in a claim form.
- Have they ever had to fill in a form? What personal information did they have to give?

(Don't be too insistent if they don't want to go into detail – it might not be something they want to share.)

- Go through all the new vocabulary on the form. Ensure learners understand all the new words before starting the task.
- You may want to find a selection of simple registration forms on the web or from other sources before completing the exercise. You could demonstrate this on the OHP using the blank form on page 55.

Task

- Tell learners that they are going to learn how to fill in an insurance claim form.
- Ask them under what circumstances people might want to claim. Try to elicit things associated with crime such as burglary, car theft or vandalism rather than things like storm damage.
- Pre-teach or check whether learners know what BLOCK CAPITALS are and how to write the date in different ways. For example, June 18 2002, 18 June 2002, 18.6.02. Do they know the terms 'surname' and 'forename'?
- Write a few words on the whiteboard in lowercase. Ask a volunteer to come up and write the same words in BLOCK CAPITALS.
- For the date, write one version on the whiteboard and ask another volunteer to write a different version.
- Draw learners attention to the fact that it is usually the key information that is written in block capitals. Sections such as the explanation of what happened are often written in lower case.

Activity A

Reading

Task

- Ask learners to look at completed insurance form in the learner's materials. Go through the form with the learners one step at a time, making sure they understand before moving on to the next section. Refer to the ten top tips.
- It will help to display the text (OHP / A3 sheet / IT whiteboard / Powerpoint) so that learners focus on one copy and you can highlight words and explain and illustrate.
- Record unfamiliar words or spellings they come across in the space provided. Encourage learners to look up unknown words in dictionaries rather than asking you.

Activity B

Writing

Pre-task

- Give out photocopies of the blank form. Read through Ian's insurance claim with the group. You may want to read the text aloud so that learners can hear correct pronunciation of unfamiliar words. Learners should discuss the claim as a group. Put the information under each form heading. Use the OHP to exemplify the first few sections (page 54).

Task

- Ask learners to fill in Ian's claim form using the information you have just read.
- As this is quite a difficult exercise, it might be a good idea to put more-able learners in groups, leaving you free to concentrate on less-confident learners. Alternatively, it can be completed as a group exercise, in which case encourage learners to volunteer answers rather than you giving them.

Pages 12 and 13 Getting there safely

Materials

- Dictionaries
- Wall chart showing phonetic alphabet (optional)
- Highlighter pens

Rationale

- Recognising sounds and patterns to produce the vowel phoneme 'ee'
- Recognise word endings '-ed' and '-ing'
- To use correct spellings

Pre-task

- The phonetic alphabet is useful for showing learners what the sound looks like.
- Write words on the whiteboard using the phonetic symbol in place of 'ee' or 'ea', for example, tree, read (present tense), bleed, seed, need, wheat and seat. Ask learners to say each one aloud for correct pronunciation.
- Divide learners into pairs and ask them to re-write words using the correct spelling. Ask volunteers to write their answers on the whiteboard.

Activity A

Reading

- The purpose of this activity is not to teach tenses, but to point out to learners that verbs can take the different ending 'ing'.
- Explain a suffix. Give examples of a word + a suffix, e.g. pull + ing = pulling.
- Ask the group to give other examples.
- Follow the notes in the learner's material. Go through each rule carefully, giving other examples. Do each example on the whiteboard. These could be added to the wall display.
- Do the first paragraph of the exercise with the group. Encourage learners to work independently for the rest of the passage and the second exercise.

Activity B

Reading

Task

- Write up the following sentence on the whiteboard: 'Nowadays, driving children from home right up to the school gates is a daily routine for most parents. In the past, however, most children walked to school or waited for a bus to get to school.'
- Ask learners to pick out the words ending in 'ing' and 'ed'.
- Ask them to construct a simple sentence of their own using 'ing' and 'ed'. If they feel confident, volunteers can write their answers on the whiteboard.
- Before learners read through the text, ask them about the different methods by which children go to school, e.g. they can walk, go by bus, travel by car, etc.
- What concerns might parents have about their children's safety? Try to elicit use of feeling adjectives already learned, for example: 'They might feel scared' or 'They would be worried'. Ask learners how parents could make sure their children are safe going to school, e.g. walking in groups or taking turns to give lifts etc.
- Pre-teach the concept of the walking bus – a group of children who are accompanied front and back by one or more adults on their way to school. Along the route, they 'pick up' more children. On the way home, they follow the same route, 'dropping off' the children back home.

- As in Activity A, revise the definition of a suffix. Give examples, e.g. pull + ed = pulled.
- Ask the group to give other examples.
- Follow the notes in the learner's material. Go through each rule carefully, giving other examples. Do each example on the whiteboard. These could be added to the wall display.

Pages 14 and 15 Spelling

Rationale

- Recognising sounds and patterns 'ea'
- To use correct spellings

Activity A

Pre-task

- The phonetic alphabet is useful for showing learners what the sound looks like. Write words on the whiteboard using the phonetic symbol in place of 'ee' or 'ea'.
- It will be very important here to stress the difference in pronunciation and identify each word for the learner.
- Write 'ear', 'hear', 'fear', 'dear' on the whiteboard. Ask a volunteer to read out the words.
- Highlight/underline the 'ea' vowel blend in each word.
- Explain that this blend = ee + ar. Ask learners to listen to your pronunciation and repeat it after you.
- Write the next set of words from the learner's material on the whiteboard: 'mean', 'seat', 'treat'. Ask a volunteer to read out the words. Highlight/underline the 'ea' vowel blend in each word.
- Ask how these words differ from the first set.
- Write 'dear' and 'seat'. Ask a volunteer to pronounce each.
- Explain that the 'ea' for seat is an 'ee' sound in *seat*.
- Explain that the 'ea' in *dear* is a vowel blend = ee + ar.
- Ask learners to listen to your pronunciations and repeat them after you.

Task

- Put words for activity A on flashcards. Lay them out on a table. Learners take turns to pick up a card, read and pronounce the word to the group and place in the vowel blend 'ee + ar = ea' or 'ee = ea' pile.
- Learners should complete the exercise in groups/pairs or individually.
- Remind the group to look for 'smile' when pronouncing words.

Activity B

- Explain that this exercise involves finding 'ea' spellings and identifying the correct sound/pronunciation.
- Divide the letter into smaller sections and give to pairs to work on. Check answers together as a whole group.
- Display enlarged text (A3/OHP/powerpoint slides/PDF whiteboard) and work with the group, highlighting or underlining correct words and pronouncing them as they are chosen.
- Discuss with the group what type of letters are brought home from school and how they are organised.

Help

- Prepare additional tasks for those who are still unsure. Recap as necessary.

Review

Refer the learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new knowledge and skills have been acquired by the learner? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. There are five more units at Entry 3. Direct the learner to the next stage.

Page 16 Integrated skills

- Allow some degree of choice in the assignments chosen by learners but encourage challenge wherever possible.
- Some learners may benefit from working together.

Page 17 Check it

- To check and consolidate key learning
- To ensure that learners can complete the *Check it* page

Task

- Give the form on page 55 to learners for them to complete independently.

Newton's

INSURANCE COMPANY

PREMISES/PROPERTY CLAIM USE BLOCK CAPITALS. WRITE IN BLACK INK. INSURERS CLAIM NO. BROKER REF. NO		The completed form should be returned to: Newton's Insurance Company Field Lane, Overtown R48 9WX Reading, BERKSHIRE	
SURNAME		FORENAME	
		Policy No	
Address:		Branch:	
		Renewal date:	
Telephone No. (HOME) (MOBILE)		Cover option:	
Date and time of burglary			
Discovered by:		Tick box if police notified <input type="checkbox"/>	
State fully what happened		Crime Number	
		Stolen Property:	
		Damage to Property:	
(Delete as applicable) I/we declare that the particulars given upon this form are true and complete. Date: _____ Signature of Insured _____			

PERSONAL DETAILS

SURNAME _____ MARITAL STATUS _____

FORENAME (S) _____ OCCUPATION _____

TITLE _____ DATE OF BIRTH _____

NUMBER OF DEPENDENT CHILDREN

ADDRESS _____

HOME TELEPHONE _____

E-MAIL _____

Tick box if you own this property ☐

PROPERTY TYPE Detached / Semi-detached / Terraced (Delete as applicable)

How long have you lived at this address years months?

Number of bedrooms Year that house was built _____

Circle type of insurance required House / House and Contents / Contents only

SIGNATURE OF APPLICANT _____

DATE _____

This form is to be completed and signed and returned to J.W. Mason Insurance Company, Temford High Street, Temford, Middlesex