

## One False Move

### By Dreda Say Mitchell

#### About the book

Hayley swore when she got out of prison that she would turn her life around.

But living on the Devil's Estate doesn't make that easy.

She spends her days looking after her daughter, and her nights collecting cash from people who can't get loans any other way.

But someone has just robbed her. And she has twenty-four hours to get the money back, or her boss will come for her.

Her criminal ex-boyfriend says he can help. Hayley wants nothing to do with him. But time is running out, and she has to choose - save herself, or save her soul?

If she makes one false move, her life will be over...

#### About the author

Born and bred in the East End of London, Dreda has seen it all from the inside. After jobs as a waitress, chambermaid and catering assistant she realised her dream of becoming a teacher. During this time she saw a new generation of East Enders grappling with the same problems she had but in an even more violent and unforgiving world. Dreda's books are inspired by the gritty, tough and criminal world she grew up in. She still lives in London's East End.

Visit Dreda's website [www.dredamitchell.co.uk](http://www.dredamitchell.co.uk)

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Here is a range of activities to try as you read the book. See the key at the bottom of the page to explain the symbols we've used.

## Before Reading



- The title of this book is *One False Move*. Have you heard this phrase before? What does it make you think about? What does it suggest that this book may be about?
- Read the chapter again and talk or think about exactly what you learn from each new paragraph, each new sentence. What's happening?
- On the page before chapter 1 there is a dedication. What is a dedication? Have you seen these in books before? What does this dedication tell us?



- Imagine you are publishing your first book. Write your dedication.

## Chapter 1



- What is happening to Hayley and how do you know?  
Read the chapter again and talk or think about exactly what you learn about what is happening from each new paragraph, each new sentence.



- What do we know about Hayley? Read through this first chapter one more time, noting down clues. What do we learn about her? Copy down any words or phrases that give you ideas. If you can, compare what you have written with someone else.
- Who else are we introduced to in this chapter and what do we know about them? Write some notes (this could be words, phrases or sentences).

## Chapter 2 and 3



- Add to your notes about Hayley and the other characters we have now met. Copy out words from the book that help you describe each character, and add your own words. If you can, compare your notes and ideas with someone else.

### KEY



Reading



Discussion/reflection



Writing



ICT



Maths



Explore



- Did anything surprise you in these two chapters? Why or why not?
- What is going to happen next?
- What would you do if you were Hayley?
- On page 11, Nanna Lisa talks about how their estate has changed since the 1970s. What does she say? Do you think this is the case in many parts of Britain?
- Is everywhere getting more dangerous or are some places getting safer?



- Look back through these chapters and find where Hayley is describing being pregnant in prison.  
What was this time like for Hayley?  
What do we learn about having a baby in prison?
- Use the internet, a library or ask around to find out what you can about mothers and babies in prisons in the UK and/or other countries. Take notes and tell others what you have found.

## Chapter 4



- In your own words, describe who Hayley visits, what she finds out and how.
- On page 27, Hayley admires the things in Sharon's sitting room. Find the words in italics that tell us what Hayley is thinking. Why does Hayley think this?
- On page 32, find the line 'They looked dirty.' What is this line describing? Why do 'they' now look 'dirty'?

## Chapter 5, 6 and 7



- Describe what happened in these two chapters, in the order it happens.
- How much time has passed since Hayley got attacked until the moment she steps into the bank?
- Make a 'timeline' from 11 a.m. until ten minutes past one, drawing a line and noting down what happens and when.

### KEY





- Find the part when Hayley is in the bank trying to get a loan. What does Brian say when he learns Hayley was in prison? Why does Hayley run away in tears?



- Add to your notes about what we know about the different characters in the book.
- If you can, share your notes with someone else.
- Talk, or think, about each of these characters. Who do you like? Dislike? Trust? Not trust? And why?
- What do you think Hayley will do? And what would you do if you were Hayley?

## Chapter 8, 9 and 10



- Look back at your notes on all the characters we have met in this book so far. Is there anything else you can add?
- What *adjectives* could you use to describe Hayley? Adam? Nanna Lisa? Jamie?



- What does Hayley find at the end of chapter 9? Why does this upset her so much?
- On page 85, Jamie says 'I miss her.' Who does he mean and why does he bring this up now?
- At 3:15 Hayley says 'Nan, there's only one thing to do.' What is she planning?

## Chapter 11, 12 and 13



- On page 92, Hayley offers to help. Why?
- Look back over everything that Adam says in chapter 11. What does this tell us about him?
- Who donated the money to the community centre? What makes you think so?
- What do you think will happen next?

### KEY



- Write this story but from the point of view of Nanna Lisa, Jamie or Mary Lewis.

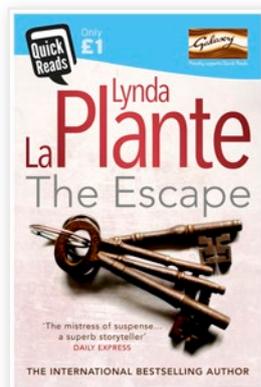
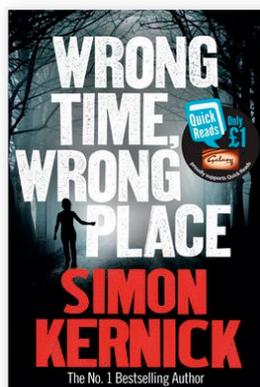
### After reading the book...

These are some questions to think about individually or as a group.

- Do you think this book presents a realistic picture of life on an inner-city estate? Why or why not?
- In the bank, Hayley says that no one gives you a chance if you've been to prison. Is she right? If so, is there anything we can do to change this?
- What does this book tell us about families? Does this match your own experience?
- Write a short review of this book and post it online at [www.readingahead.org.uk](http://www.readingahead.org.uk) or ask your library or bookshop if they have a 'reviews' noticeboard.

#### KEY

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**Reading Ahead** invites you to pick six reads and record your reading in a diary in order to get a certificate. If you're thinking about improving your reading or would like to read more, then this is for you. Find out more at [www.readingahead.org.uk](http://www.readingahead.org.uk)

**World Book Night** is an annual celebration of reading and books on 23 April, which sees passionate volunteers give out books in their communities to share their love of reading. Find out more at [worldbooknight.org](http://worldbooknight.org)

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### KEY

 Reading

 Discussion/reflection

 Writing

 ICT

 Maths

 Explore

These resources have been designed for those using Quick Reads independently, as well as for those using Quick Reads in a group.

As teachers, you could therefore refer your students to these resources as independent study material, or use them with groups in the classroom. We have included activities focussed on discussion, reflection, close reading, writing, ICT, mathematics/numeracy and other ways to explore a topic or theme.

Quick Reads have been created specifically for adults who are less confident in their reading, who may not see themselves as readers or who may feel that it has been a long time since they have read. They will also appeal to younger people who feel daunted by reading their first book.

In the terms of the English adult literacy core curriculum, or Functional Skills levels, they are often seen as suitable for those at Entry 3, Level 1 or Level 2. Adult literacy or functional skills English learners below Entry 3 may find them too challenging (as may some Entry 3 learners), but everyone is different, so it is always worth having a look.

ESOL learners - those learning or developing their English as an additional language - may also find Quick Reads a helpful introduction into reading books in English and a useful way to develop vocabulary and awareness of language structures. Quick Reads are often used by ESOL teachers teaching at Entry 3 or above. What works will individual learners will depend on the learners, their confidences, their language and literacy backgrounds and the particular books themselves.

As with all resources, Quick Reads could potentially be used with a range of groups and levels, depending of course on how you use them. It is worth remembering that Quick Reads are authentic texts - real books written by real authors - and so can be particularly motivating for adult learners.

We have written these resources so that they are accessible by those who would also find Quick Reads accessible. However, the needs, strengths and interests between and within groups vary (whether your groups is a Functional Skills English class, an adult literacy class, a GCSE class or an ESOL class) and so you may want to adapt the language at times, as well as adapt and play around with the ideas. You may find that you prefer some activities to others and that you will want to adjust them for your particular group(s) and context(s).

We hope that if you do use these with your students, you try things out that you haven't tried before, and let us - and your colleagues - know what worked well and not so well.

Email us at [quickreads@readingagency.org.uk](mailto:quickreads@readingagency.org.uk)

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**Resources compiled by Sam Duncan, Senior Lecturer in Adult Education and Literacies, Department of Education, Practice and Society, UCL Institute of Education**