

Parents' and Carers' Guide: revising for the English GCSEs.

When and what

15 May: English Literature P1 (Macbeth; Frankenstein or Christmas Carol).

23 May: English Literature P2 (Blood Brothers; Power and Conflict Poetry; Unseen poetry).

4 June: English Language P1 (literary fiction reading comprehension; creative writing).

7 June: English Language P2 (non-fiction reading comprehension; non-fiction writing).

How to support your child

- 😊 Check that your child has created a realistic revision timetable; Year 11 tutors can help with this.
- 😊 Ensure that your child has somewhere quiet to revise.
- 😊 Make sure students are staying physically and emotionally healthy (eating, sleeping and exercising).
- 😊 Provide your child with a good supply of comfortable black ink pens - the new English exams require a lot of writing.
- 😊 Other useful stationery for revision purposes: highlighters; index cards; post it notes; revision guides and copies of the texts.
- 😊 Encourage your child to revise in a way that best suits them (see ideas below).
- 😊 If your child likes interactive learning, test them regularly on their subject terminology, sentence stems and quotations.
- 😊 Encourage your child to make revision posters as a constant visual reminder of what they need to learn.

Revision strategies (not an exhaustive list -these ideas were generated by our students).

English Literature

- 📖 Re-read and annotate all texts.
- 📖 Listen to Blood Brothers soundtrack.
- 📖 Listen to audio reading/watch online versions of Macbeth, Frankenstein or Christmas Carol and Power and Conflict poetry.
- 📖 Use online revision guides (BBC Bitesize; Mr Bruff on Youtube; Thug notes; Spark notes) and the PiXL Lit app.
- 📖 Revision cards - key quotations and notes on themes and ideas.
- 📖 Practise writing introduction (what, how, why, effect on audience).
- 📖 Practise writing about extracts.
- 📖 Poster revision - literature terminology.
- 📖 Mind maps - themes and characters.
- 📖 Practise analysing quotations.
- 📖 Practise using sentence stems (this implies....this has the effect of....).

- 📌 Put the mark scheme into your own words or annotate it.
- 📌 Create your own practice questions.
- 📌 Bullet point key events and ideas of texts.
- 📌 Create timelines for texts.
- 📌 Mind map the different effects texts can have on audience or reader.
- 📌 Mind map of context points (when, where, why) relevant to each text.
- 📌 Linking the poems: create Venn diagrams to explore similarities and differences.

English Language

- ↙ Learn subject terminology - and the effect each technique can have.
- ↙ Complete practise papers.
- ↙ Practise writing about the language and structure of paragraphs of writing.
- ↙ Create and learn a bank of words to show comparison.
- ↙ Compare how the same events are portrayed differently across the media.
- ↙ Spelling - learn key words you know you spell wrongly.
- ↙ Punctuation - check your understanding of , ; : ()
- ↙ Paragraphing - practise ways to link your ideas.
- ↙ Writing tasks - create a bank of questions
- ↙ Planning - plan answers for a number of different writing tasks.
- ↙ Vocabulary - learn some sophisticated words and practise putting them into sentences.
- ↙ Have a go at drafting some sensory rich descriptive writing - be original.
- ↙ Discourse markers - create and learn a list of words and phrase you could use.
- ↙ Practise using different sentence openers to create different effects.
- ↙ Remind yourself of how different sentence types can be used for different purposes.
- ↙ Practise ways of proof reading your own writing.
- ↙ Online revision: <http://www.aqa.org.uk/student-support/for-students/revision/revision-resources>
<https://www.youtube.com/watch?v=Ch-XgnluOf4>

Extra support at school

After school: Monday - E6 with Mrs Walsh; Friday lunchtime E6 with Mrs Walsh; other days - by prior arrangement with individual class teachers.

Any questions?

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