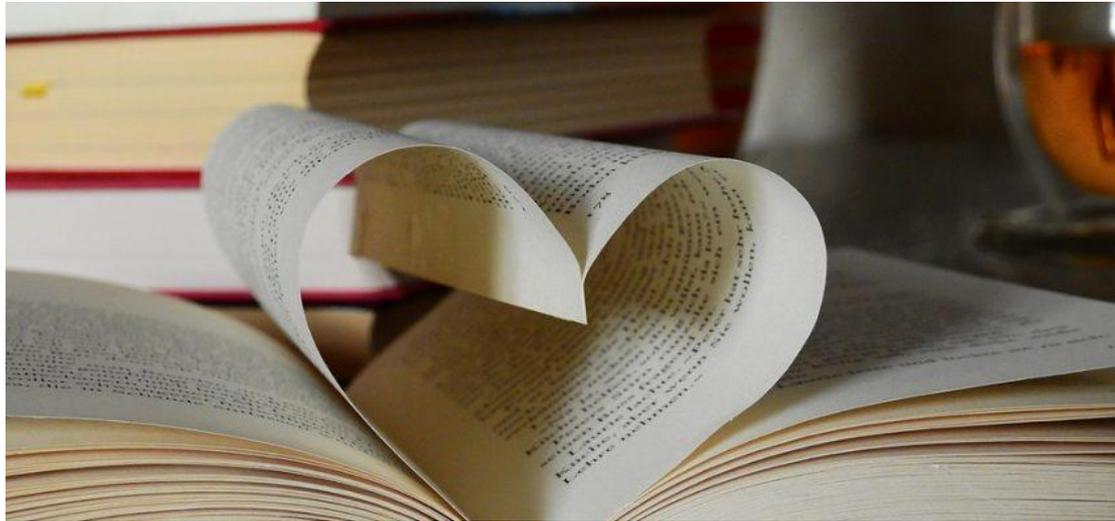


# Year 10 English Literature Parents' Evening

Wednesday 12<sup>th</sup> February 2020



# What have we done so far?

- Provided high quality lessons and resources for all pupils.
- Taught character, themes, context and key scenes in the following texts:
  - Romeo and Juliet
  - Unseen Poetry
  - AQA Power and Conflict Poetry
  - A Christmas Carol
  - An Inspector Calls
- Offered intervention every week in the Main Hall (or English classrooms if numbers are suitable)
- Shown film versions of 'Romeo and Juliet', 'An Inspector Calls' and 'A Christmas Carol'.
- Created bespoke revision guides for each unit of the exam.
- Created revision question booklets for each unit of the exam.
- Organised holiday revision sessions available to all pupils (February half-term).
- Organised AQA Masterclasses which are available to all pupils (Easter holidays).
- Organised theatre trips.
- Created revision starter activities to support Cognitive Load Theory of Retrieval.





# What will we do next?

- Re-visit 'Romeo and Juliet' and Unseen Poetry
- Revise all texts with a focus on exam responses and techniques
- Mock exams (February)
- KIPs (two a half term)
- Continue intervention (usually on a Wednesday evening)
- More revision resources for each unit
- Continue to place revision and homework on the pupil drive and on ClassCharts.



# What can pupils do?

- Engage in all lessons and interventions on offer.
- Attend intervention every Wednesday between now and the exams. If a teacher is absent or unavailable, join a different group – everyone is welcome at every session!
- Be prepared - both materialistically and mentally.
- Respond to all feedback given in books and in KIPs and mock exams and act upon it.
- Meet deadlines.
- Complete own revision (at least five 45 minute sessions a week) as well as homework revision set by your teacher.
- Read around the texts covered, paying particular attention to the context.
- Be proud of what they achieve and the progress they make.





# What can parents do?

- Provide quiet spaces at home to support focused work and revision.
- Support the school with maintaining attendance.
- Read the texts with/at the same time as your child and discuss it with them.
- Ask questions about texts, characters and themes.
- Once a text is studied, watch the film with your child. Again, feel free to ask questions, especially ‘Why did they do that?’.
- Support the use of internet resources for revision (like Mr Bruff on YouTube or BBC Bitesize etc).
- Allow notes/images/quotations to be stuck up around the house (on the fridge, back of bathroom doors/on mirrors/above sinks/on the kettle/on the back of the remote etc)
- Remove TV/X-Box/mobile phone/electronic device privileges so that pupils can concentrate.
- Offer revision in place of washing up duty/dog walking/chores (just until exams are over!)





**YOUR TOP 10 TIPS FOR STUDY SKILLS**

1. FIND THE BEST STUDY METHOD FOR YOU
2. EAT WELL
3. EXERCISE REGULARLY
4. STAY POSITIVE
5. GET ENOUGH SLEEP
6. TAKE BREAKS
7. SET GOALS
8. FIND THE BEST STUDY TIME FOR YOU
9. EXAMS CAN BE GOOD
10. SLEEP ON IT

# Revision Techniques

**How to Mind Map**

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.

4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.





# SLEEP



**How much sleep should teenagers get each night?**

Teenagers generally need about **nine hours** sleep each night – however – they often don't get enough!



## Issues...

Complaining about having to get up and being too tired!

Gadgets before bedtime = light and mind stimulation tricks the brain into thinking it is time to get up NOT go to sleep!

Go to bed at the same time so their body gets into a routine



# How long should you revise for before taking a break?

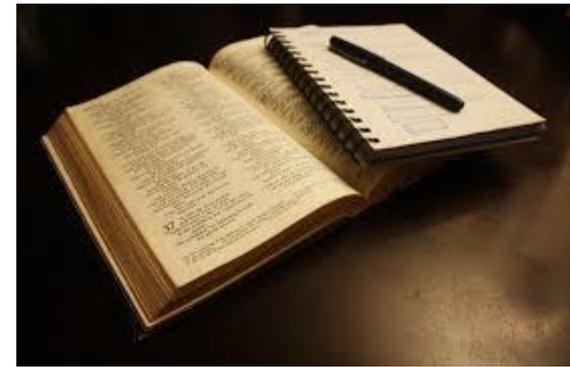
Breaks and variety are important when revising. If you revise for too long, your mind will start to drift.

Students should be revising for at least half an hour at a time but go with the flow. 45 minutes is ideal as this is how long students should spend on each section of the exam. A 10 minute break should follow before continuing for another 45 minutes before a longer break.

Find what works for your child.



# Types of revision useful to English:



Exam questions in timed conditions

Chunking

Re-reading the set texts

Re-writing notes in bullet form/images

Spider Diagrams/Mind Maps

Flash cards



# Exam Questions:

The best way to revise for English is to complete an exam question in timed conditions.

Students have 45 minutes per section on the exam.

They should spend:

5 minutes planning

37 minutes writing

2 minutes checking their answer

The more they do this, the better they get at developing their answers and writing enough in the allotted time.

If they hand these in to their teacher then they can be given feedback on their response and then next time they have a go they can use the feedback to help improve their answer.



# Chunking:

Chunking is where you split your work in to manageable sections to revise from.

Revise each 'chunk' and simplify this using bullet points, key facts, highlighting.

Research show you are able to remember much more information if you 'chunk it' rather than trying to remember it all at the same time.



# Chunking example:

## 'Romeo and Juliet'

- Students need to know:
  - Key scenes
  - Key quotes from key scenes
  - Context
  - Terminology
- Key scenes – (there are ten)
  - The prologue Act 3 Scene 1
  - Act 1 Scene 2 Act 3 Scene 5
  - Act 1 Scene 3 Act 4 Scene 1
  - Act 2 Scene 2 Act 5 Scene 1
  - Act 2 Scene 5 Act 5 Scene 3

Students should then find 4-5 short key quotes (3-5 words long max) for each key scene and some relevant context. These should be memorised.

Identify the terminology in each quote.



# Chunking:

Students should do the same for each of the texts they are studying.

They can then create a revision timetable stating which key scene of which text they are going to revise each night.



# Timetable:



Make a timetable - this will help students plan their revision.

Plan the focus in advance – what are they less confident with? Start with that!

Manage their time - develop a regular work schedule. Where will they revise? (Kitchen/dining table? Bedroom? Library? School?) When? (As soon as they get in from school? Between 5 and 7pm? What time is best for them and you?)

Include other unavoidable academic / work / family commitments, and chunk time into 45 minute sessions.

Set a revision timetable with realistic goals.

Think of it as part of the course - not something separate.

Don't cram everything in the last few days before the exam.

Do this well before the final exam, because people often find that by the time they include their other lessons and commitments, they have far less time than they thought.

Display the timetable on the fridge or somewhere where everyone can see it so that everyone can support with it.

Stick to it!!!





# Revision timetable example:

|         | Monday                        | Tuesday                                   | Wednesday  | Thursday                                   | Friday | Saturday   | Sunday   |
|---------|-------------------------------|---|--|--|--------|--|--|
| 45 mins | R&J<br>AIS2<br>'Parent Child' | ACC<br>Stave 3 –<br>Ignorance and<br>Want | AIC<br>How are men<br>typical of<br>their class? | P&C Poetry<br>'Bayonet<br>Charge'<br>Power |        | Unseen   | ACC – the<br>change in<br>Scrooge              |
| Break   |                               |   |  |  |        | 10 mins  | 10 mins  |
| 45 mins |                               |   |  |  |        | AIC<br>How is Mrs<br>Birling used<br>to portray<br>views about<br>class? | R&J<br>A3S5<br>'Parent/child<br>relationships' |
| Break   |                               |   |  |  |        |  |  |
| 45 mins |                               |   |  |  |        |  |  |



# Revision timetable:



## Why produce a timetable?

- Reduces stress.
- Increases attainment.
- Ensures you start in time.
- Allows you to prioritise the time you spend on each part of each text.
- Means all texts are reviewed several times which reduces the risk of forgetting.



# Spider diagram/Mind Map:

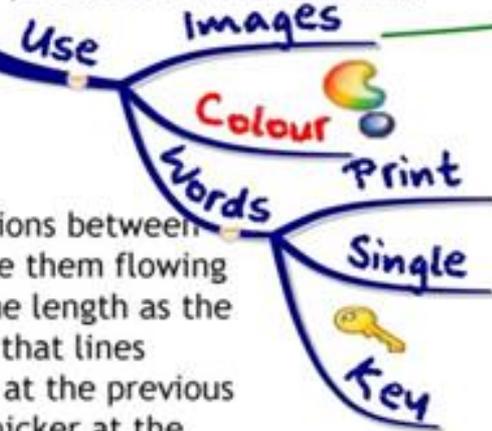
5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.



1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

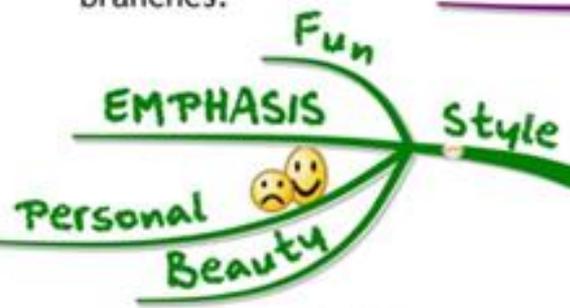
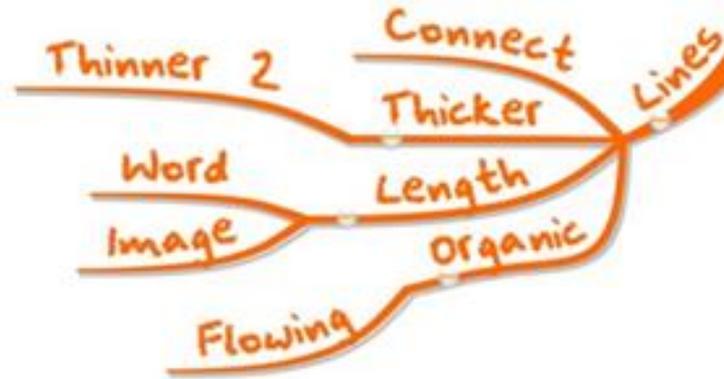


2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.



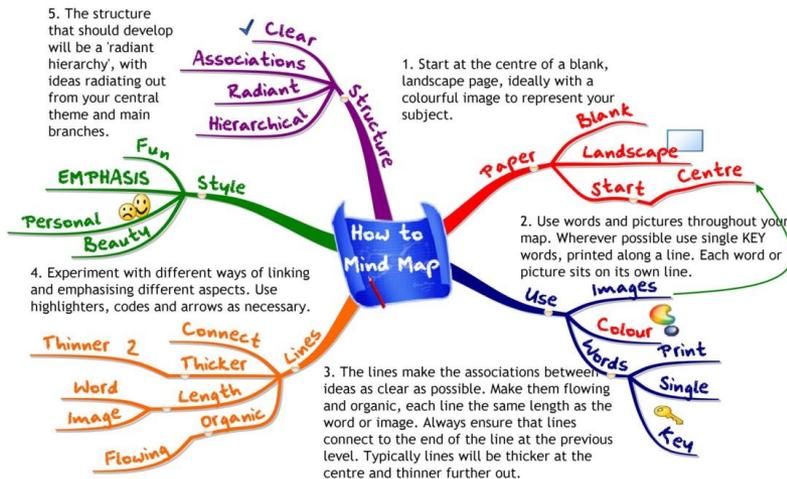
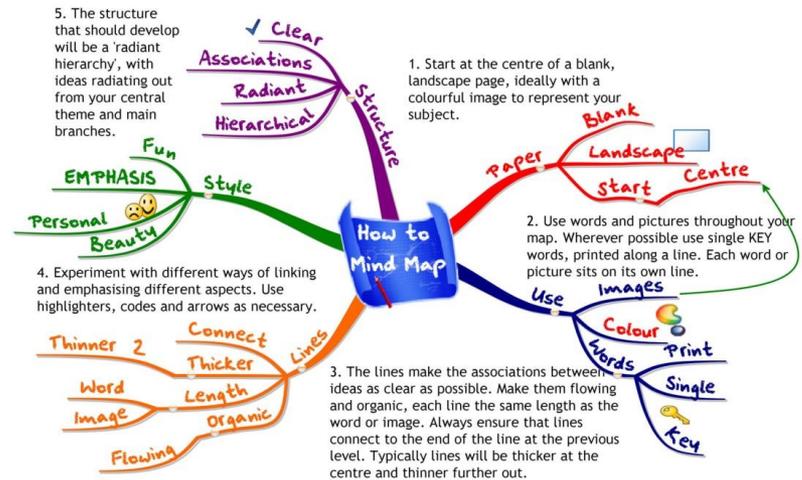
3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.

4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.



# Spider diagram/Mind Map:

Students should try to visualise the mind maps in their exams to help them recall the information .



- Make them clear
- Make them colourful
- Add images
- Work on A3 paper
- Include all key information for each text
- Display them in your house to aid revision



# Flash Cards:



Use individual cards that can be taken with you so your child can revise at home as well as when they are out.

Write notes in bullet points/key points.

As your child does more and more revision they can reduce the amount of notes on their flash cards.

Consider adding diagrams/graphs as well.



# Flash Cards:



When learning key quotes or terminology, students might find it most effective to simply write one word clearly on each card.

If jotting down more information, be sure to keep things as simple and as clear as possible.

Pare all details down to the minimum and what will be left is a card that acts as a visual aid.

Get your child to look at the card, then hide it away. Get them to try to recall all that was written on it. Afterwards, go back and see how well your child have done and what they missed out.





# Colours:

It is always good to use a range of **colours** when **revising**.

Using **colours** makes sure that their notes **stand out** and they can **identify** the different sections and key points.



# Re-reading the text:



This is exactly what it says it is!

Students should re-read the set texts at least three times before the exams.

Research shows that this is one of the most effective ways to revise.

They may wish to combine this with another revision strategy.

E.g creating **flash cards or mind-mapping.**



# Re-reading the text:



It doesn't hurt to watch the film version of the texts, **as long as it is a version very close to the original text.**

Ian Ramsey English Department suggest the following versions:

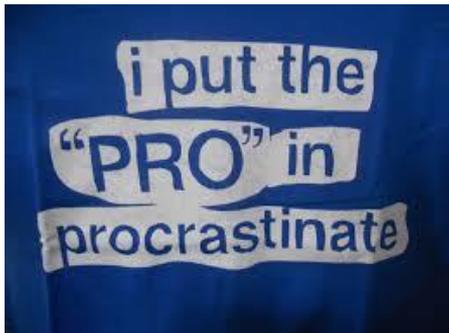
- 'Romeo and Juliet' directed by Zeffirelli
- 'A Christmas Carol' starring George C. Scott
- 'An Inspector Calls' 1984 BBC version (can be found on YouTube)



# What is the biggest barrier to revision?

‘Procrastination is the practice of carrying out less urgent tasks in preference to more urgent ones’, or in other words ‘putting things off and doing something else’.

- “Procrastination is the disease eating away at student productivity...”
- Studies show 70% of students are affected by this



# Create Good Conditions:

## Get the conditions right...

Students should sit at a desk or table in a proper chair. They should be comfortable but not slouched.

Good lighting helps - give their eyes a treat.

Background noise is a distraction that they learn to live without it. Turn off music, TV, computers and phones.

Get all study materials ready. These are the basics needed for revision:

- Annotated copies of the set text
- School book and folder of resources
- Revision materials such as the revision booklets produced by the school
- Pens
- Pencils
- Highlighters





# Revision tip

Revision with the TV on is not effective!

Turn it off!



# Revision tip



## Always do the hard topics first...

- What text or section does your child find the hardest? Make a list of them.
- These will be their revision priority....and will need more of their time.

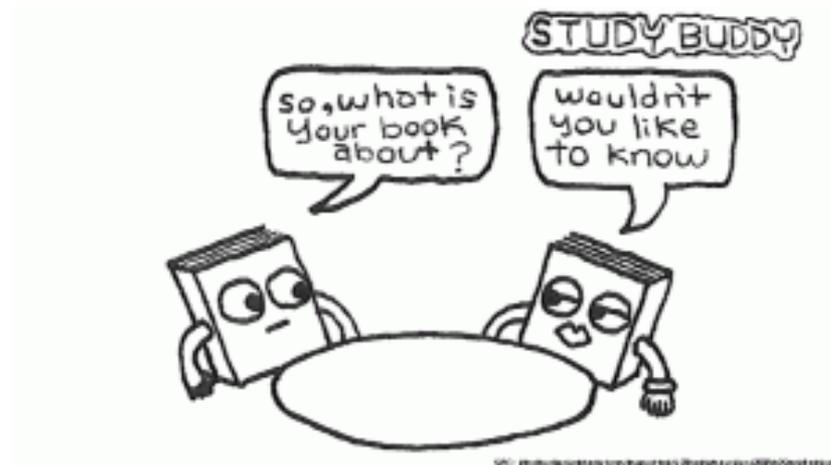


# Revision tip:



## Study buddy...?

Teaching someone else what you have learned improves your own learning and understanding. Get your child to teach you what they have learned – maybe they could even teach you what a killer paragraph is!





# Revision tip:

## Past papers...

Pupils are encouraged to use past paper questions to test their understanding and develop their exam technique. Students have been given so many example questions since September that there are more questions to practise than there are days left until the exam. (55 days)



# Feeling Tired?



## Stop the snooze...

Students should not revise until they become tired: they will not remember what they have read, and their efforts will be wasted.

If they start to feel tired, they should take a short break, and maybe get some fresh air.

Short sessions of revision should help them to avoid this danger.

For efficient revising, short and often is best.





# Revise together

For some pupils, revision groups can be very effective. Working as a group can mean shared ideas and help aid revision. Pupils could try an app such as 'Flora' which has taken university students by storm. The free app helps pupils to put down their phones and minimise distractions.

For some pupils, it can cause distractions and they end up wasting valuable time. Pupils need to decide if this will work for them or not.

## Flora – Focus Habit Tracker

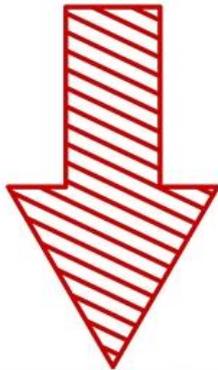
Just can't put down the phones? Flora is here to help. Whenever you and friends want to stay away from the distraction on smartphones, plant a seed together (or alone) using Flora. As you focus on what's more important in real life, the seed will gradually grow into a healthy tree. But if anyone cannot resist using the phone, the tree will be killed. This way, Flora creates a shared goal that helps you and friends put down the phones and be productive in an effective and pleasant way.





# Any questions?

I got **99 PROBLEMS**  
but **REVISION** ain't one



**Read NOW!**

Don't let this be you...



Plan ahead!

