

Revision guides, reading and websites (Parents' Help)

Exam Board - <http://www.aqa.org.uk/>

CGP Guides – Language 9-1, 5-1 or for each Literature text (Macbeth, A Christmas Carol, Power and Conflict Poetry, Unseen Poetry)

Websites – General Skills based websites

<http://www.englishbiz.co.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/english/>

<http://www.universalteacher.org.uk/>

<http://www.s-cool.co.uk/gcse/english>

<https://www.youtube.com/user/mrbruff>

Top 5 Tips to support your child in English

1. Help your child to create a **revision timetable** leading up to all examinations (mocks start on the 19th November). Discuss with them the importance of revising early for subjects. English skills are not acquired at the last minute so it is vital that they are practising the techniques behind analysis or writing early in the year to make maximum progress.
2. Create a **“revision only” space**. Make this area free from distractions such as games consoles. Equally, if they are revising on computers, keep these in areas where you are able to monitor what they are looking at. Regularly check their progress.
3. Make sure that they are getting **plenty of sleep**. Again, games consoles are often a factor in too little rest. In the vital months now leading up to all examinations, all students need to be prioritising their education and going to bed at a reasonable hour is part of this. Tell them that after their exams, they will have one of the longest summer holidays they will ever be likely to have so can stay up late then! Worst case scenario – remove their games consoles from bedrooms if this is causing a problem.
4. Look in their English books and **get them to talk you through what they have been studying**. Get them to teach you new ideas or concepts! We supposedly learn 80% better from teaching others and they will love being the experts (possibly!). Also – you will be able to see the areas that their English teachers are picking them up on. If their books are messy with poor checks made by your child, get them to talk you through why this is the case.
5. Above all – always **be positive about your child’s abilities in English**. We know that this isn’t a subject that every child finds easy but you know as an adult that the best way to get them engaged is if they believe they can achieve, even if they make mistakes along the way.

Tasks you can share with your child

Reading is vital. Students cannot access the top bands if they do not become critical readers or thinkers.

Non-fiction - The English Language Paper 2 exam contains non-fiction texts so students should be reading newspapers, magazines, letters, reports, speeches and literary non-fiction such as travel writing biographies and autobiographies. Weekend newspapers are ideal for this type of reading.

Fiction – we study fiction in both English Language and English Literature so encourage your child to read texts other than their set Literature texts. Short stories, plays and novels are all suitable. They will need an impressive vocabulary so should read frequently. Effectively, the more they read, the more competent they will be as writers or critical thinkers.

Other example tasks for students if they say they “Can’t revise for English!”

Reading

1. **List 4 things** you learn from an article in your own words. Use **inference** to pick out meanings not stated in an obvious way. **Find a quote** for each one OR **summarise** the article and embed some quotes.
2. Read **one chapter** of your choice from an **autobiography** (pick from a range of sports/celebrities/actors/travellers etc.) OR an extract from the **opening of a novel** and explain why the writer has **used the language** they have or **structured** it in a particular way.
3. Draw a quick **storyboard** of the story of one of your set texts, using **key quotes** to exemplify each moment.
4. Learn a range of different **language techniques** and **practise identifying** and commenting on how they are used in a range of texts. See if you can spot **similarities or differences** between two texts.
5. **Re-read** your set texts and research and make notes on other people’s ideas in revision guides or on the internet to give you some fresh ideas.

Writing

1. Select a **picture/photo** (from a book, magazine or your own selection) and **write a description** of it using adjectives, the 5 senses, emotive verbs, emotions/thoughts. Use a range of interesting vocabulary.
2. Select a **topical issue** from the website address below and **argue** one side of the opinion using AFOREST techniques to be persuasive to your reader - then write the other side of the opinion:
<https://www.theguardian.com/commentisfree/series/five-minute-debates>
3. Using the **title of a film as inspiration**, write a short story where you try to develop a dramatic scene/a mysterious character/an unusual setting or an interesting structure.
4. Discuss the reasons why various **punctuation marks** have been used in a text and then **experiment** with them in a short piece of writing.
5. Learn **three new words** each week and aim to use them regularly and accurately