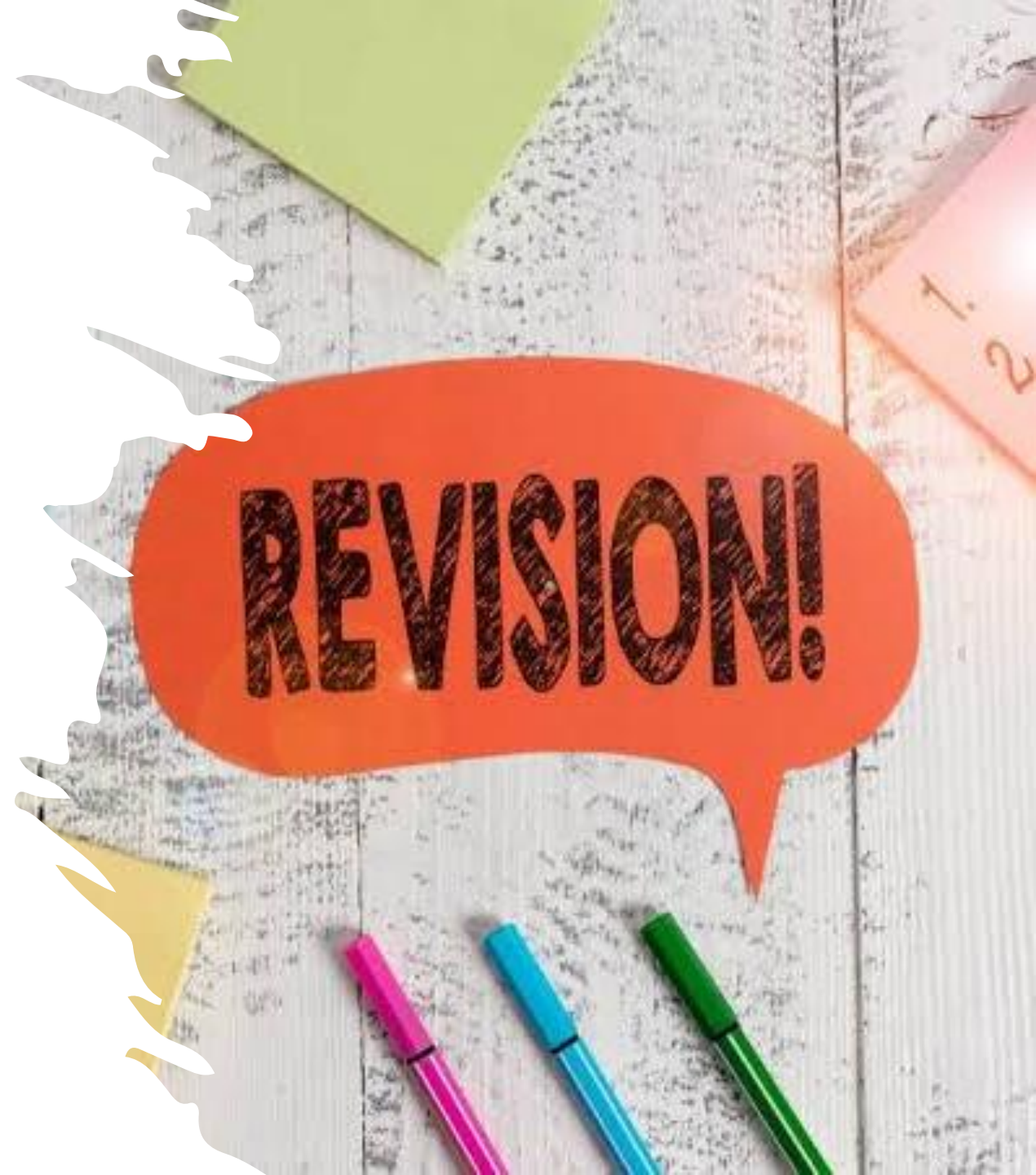


How to support your child through the final year

September 2026

Mr Tunstall and Mrs Giles



Thank you for attending

Part 1:

- How to revise for English Language and Literature



Part 2:

- What questions can you ask to aid revision for your child.

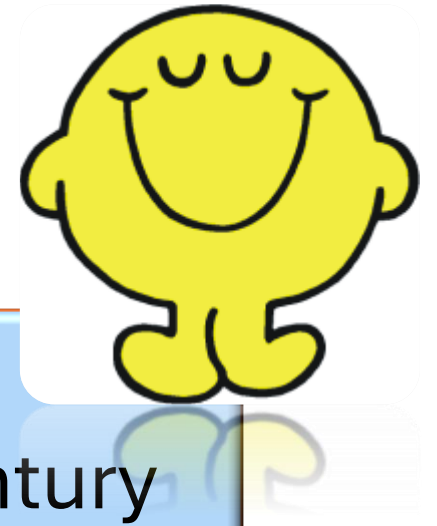


Part 3:

Any questions?



Reasons to be cheerful...



- 436 year old text read! (Your Shakespeare Text)
- A play about the class struggle in the early 20th century
- Year 10 PPEs done!
- A range of short extracts analysed.
- A range of non-fiction texts compared.
- A collection of poetry, from sonnets to ballads!
- And a few other poems along the way.
- Speaking and listening complete.

How long is left?

Language:

24th May – Paper 1

8th June – Paper 2

Literature:

12th May – Paper 1

19th May – Paper 2

28 weeks until Lit P1 exam
(6 weeks are holidays)

When you revise...

- Have your notes
 - Have your texts
 - Have copies of the exam papers
 - Know your timings
- We have cue cards
 - We have spare folders

Revision Tip 1: Create a Checklist for each section of the 4 exams (language and literature)

- ☐ The plot of R and J
- ☐ An overview of the actions in each Act
- ☐ The main characters of Romeo and Juliet
- ☐ The language Shakespeare uses
- ☐ The themes of R and J
- ☐ A quotation for each theme – challenge – for each character
- ☐ The rules of a tragedy
- ☐ Context – when it was written and the cultural, historical and social influences

- ☐ Freytag's pyramid
- ☐ Narrative voices
- ☐ How to use dialogue
- ☐ How to use vocabulary effectively
- ☐ How to structure paragraphs for impact
- ☐ How to use methods to create mood
- ☐ Can you recognise language methods and EXPLAIN the IMPACT on the reader?
- ☐ Can you recognise the structural methods used and the IMPACT on the reader?

An Inspector Calls

- ☐ The context of the play
- ☐ The characters and what they represent
- ☐ The themes
- ☐ The language used in the novel/play
- ☐ The way it is structured
- ☐ The FORM of the play
- ☐ The message of the text

Tip 2: do a quick audit of your skills

Writing Skills

I'm good at...

- Writing using imagery
- Arguing my point of view
- Using facts and statistics in my writing

I'm not so good at...

- Using paragraphs effectively
- Using a range of punctuation
- Effective endings to description or narratives

Tip 3: reduce your notes or a text into bullet points

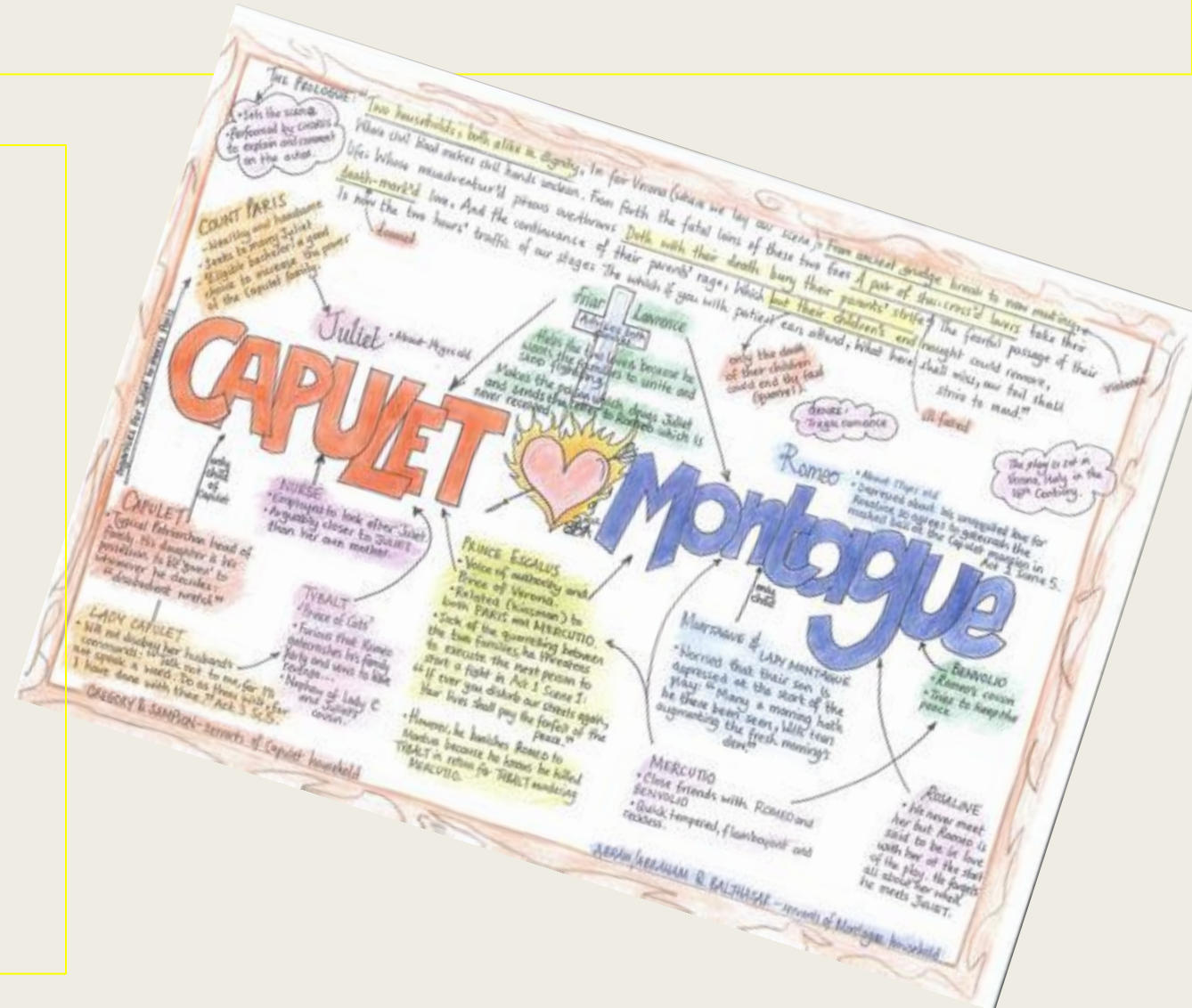
This gives you a great overview of the lit texts for you to pick any evidence to answer a question.

Plus, you can do it with non-fiction texts to practise for Language Paper 2 – remember you are looking to track how a point of view is built up.

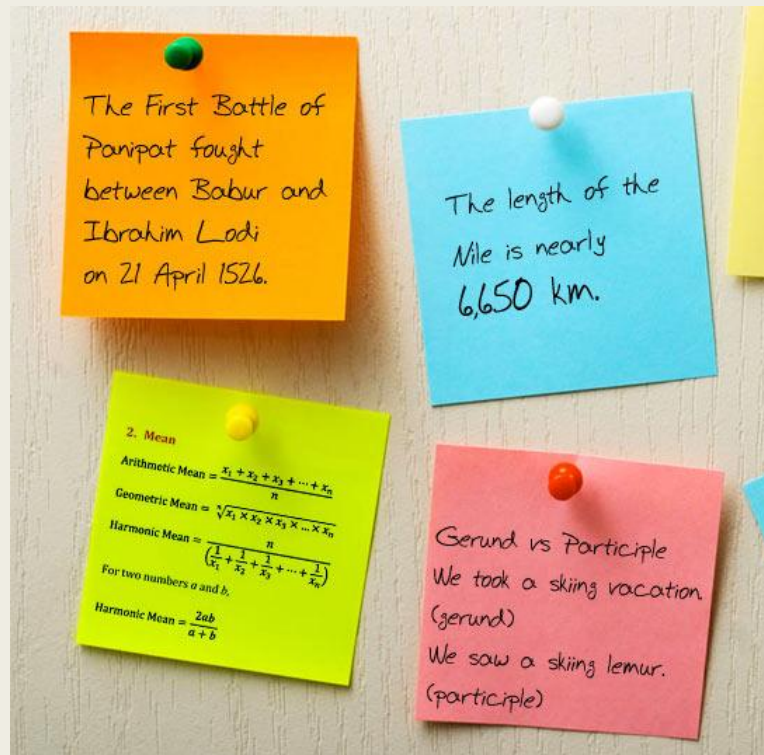


Tip 4: create mind-maps for questions/texts

- Start with the character
- Make notes on what they are like
- Link this to their speech
- Show their relationships to others
- Link the character to themes
- Link their character to context



Tip 5: Put up post-its to learn those stubborn facts

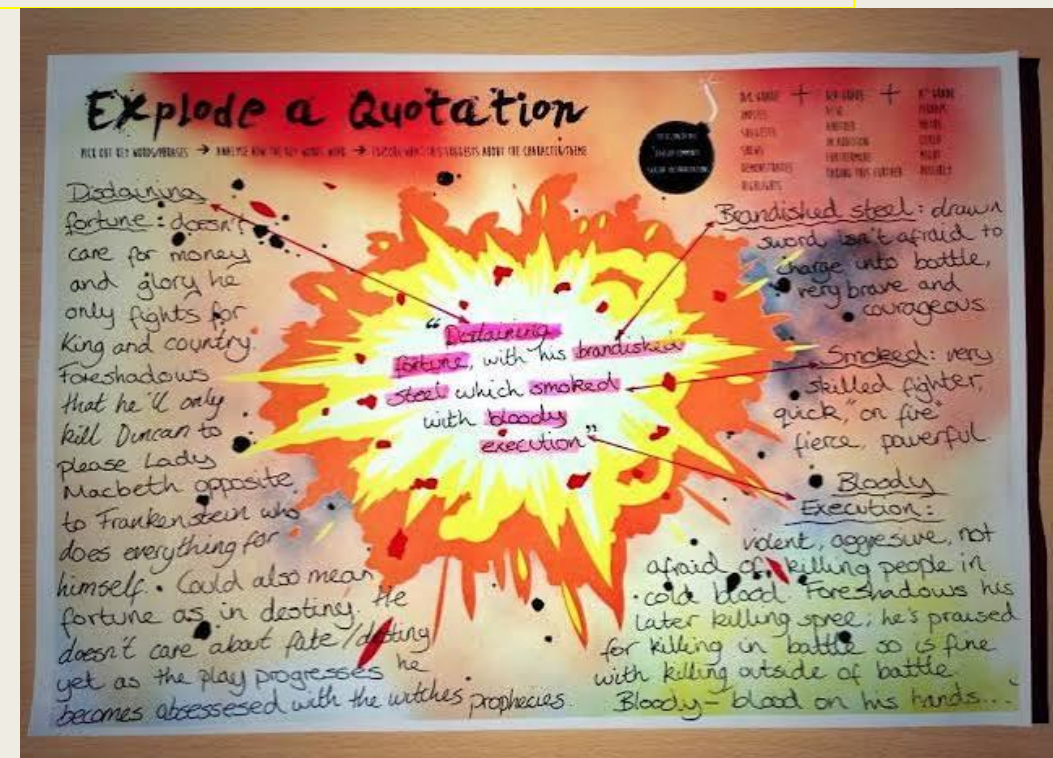


Stick these
where you
spend time
everyday.

Tip 6: High Level Quote explosions

Success Criteria:

- Identify the writer's method and effect
- Zoom in on a key word's connotations
- Explain writer's message/purpose/teaching
- Explain effect on reader / change of behavior
- Includes alternative explanation with tentative language.
- Elaborated specifics to the quote.
- Tier 2 vocabulary.
- Links across the text

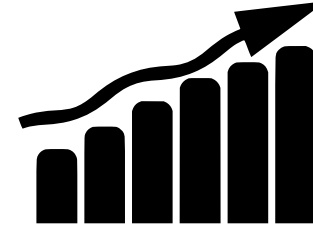


What works for you, works for you

- Write song lyrics about a character and put them to music
- Use mnemonics – make them up! AFOREST
- Speak in Shakespearean language
- Role play
- Create a game
- Create a quiz and test a friend
- Create caricatures or storyboards
- Try to write some poetry yourself!
- Practise structuring any argument in a convincing way – *Why I love bread...*

Finally...

All of YOUR revision should be aimed at reaching the top levels.



In order to reach them, **do this**:

- Choose the right quotations from across the whole text to respond to potential questions.
- If you cannot 'explod' a quotation, or link it to a writer's idea, then it won't be the best choice for your purpose.



Warnings!

- Do not obsess over rigid formulas such as:
 - PRETZEL
 - PETER
 - PEEL

Priestley constructs Mrs Birling to represent the consequences of entrenched class values and the struggles of women, victimised by the patriarchy. It is made apparent from our introduction to Mrs Birling that she builds her morals off of her beliefs, centering the class system. She refers to Eva as a 'girl of that class', highlighting the self-righteous attitude she beholds against less fortunate members of society. It is clear by the use of the vague term 'girls' that Mrs Birling views Eva as an immature and insignificant individual - further emphasised by the derogatory phrase "that class". Priestley crafts Mrs Birling's perspective to be this way in order to illustrate the harsh, dehumanising nature of the upper class in Edwardian society, representing how a lack of empathy stems from viewing others as somehow subhuman to themselves, resulting in a neglect of responsibility in how the bourgeoisie's actions impact the poor. This of course contradicts Priestley's message, given to us by his mouthpiece, "the Inspector," of that "We are all members of one

2



provided solely for activities in connection with the management of an assessment. The User accepts all responsibility for the secure use and transmission of this report. The User agrees to abide in the data protection responsibilities of the User's territory and the standards of responsibility for this assessment.

- This is a Band 6 paragraph. To get the depth paragraphs need to be chunky and elaborative.
- PRETZEL / PEEL encourage paragraphs with 4-6 sentences which won't get the depth and over explanation as every sentence is a different skill you don't get enough depth of analysis.

the question number
the box next to the
line of your answer

Answer

body". The audience would recognise that this idea directly correlates with the Christian beliefs at the Holy Communion that we are all interconnected and must take responsibility for our actions - Priestley utilises this belief to persuade his primarily Christian audience to cultivate a more responsible way of life.



Social Media

There is lots of advice out there!

Beware!

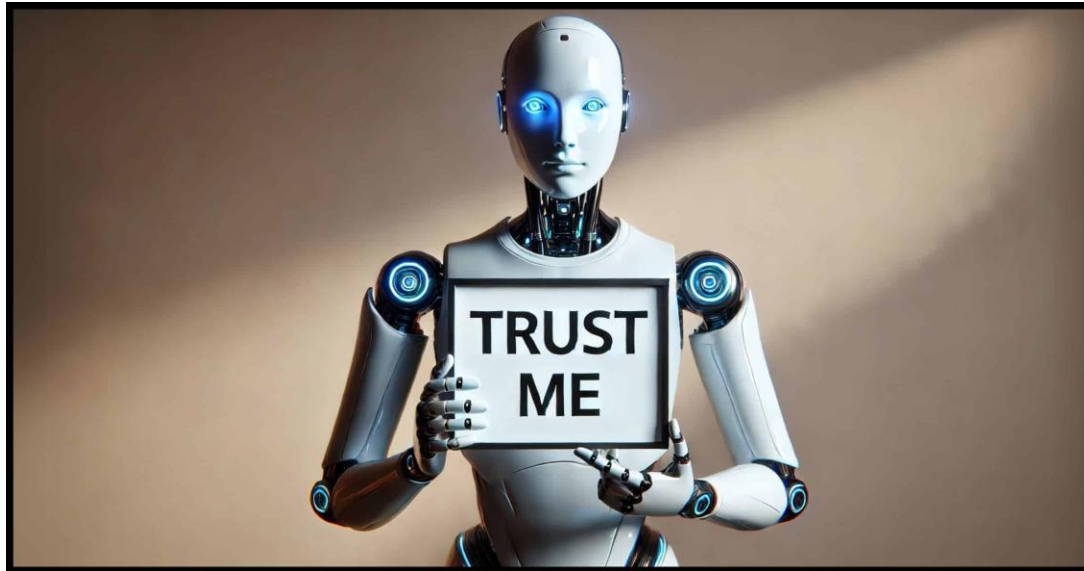
- ☐ Tiktok
- ☐ Some Youtube
- ☐ Instagram

Some of these specialists do not give the best advice – and no one knows the exam questions. They are guessing – ***you should prepare for any question relevant to the literature texts.*** If in doubt – seek advice from your English teacher.



!Judicious: making good judgements of what to include that builds your argument!

How to use AI effectively



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1. To create an exam question (ensure you tell it the correct details).
2. Lists – of themes, of characters, of quotations.
3. Create quizzes – BE SPECIFIC.
4. Feed AI a question and ask it for a plan – then use it write a question.
5. Use AI to respond to the strengths and weaknesses of your argument – especially for Lang Paper 5 Section 5.

Useful websites our students used successfully

- The Light-Up Hub (subscription)
- GCSE Pod – no fee!
- Seneca (subscription)
- Youtube channels are best for plot, character and themes
- Mr Bruff



This is an example of the help available on the 'Lightup' app



 Free Taster

 Packages

 Road To Grade 9



Deborah
Select year group



Fix My Grade

Can you spot what is holding this paragraph back?

This is the kind of paragraph loads of students write. It is clear, but it is not doing enough for the top marks yet.

JEKYLL & HYDE CURIOSITY QUESTION

How is curiosity presented in Jekyll and Hyde?

Student paragraph

Stevenson presents curiosity as something that drives people to uncover secrets. Utterson says, "If he be Mr Hyde... I shall be Mr Seek", which shows that he is determined to discover who Hyde is. The word "seek" suggests that Utterson wants to investigate the mystery. This links to duality because Hyde represents a hidden side of human nature. Stevenson shows that curiosity can lead people towards dangerous truths.

Current Grade **18** /30 Strong Grade 6 -- but fixable.

What needs improving most?

Analysis

Vocabulary

Questions PARENTS can ask to help...

- What do you know about...
- EXPLAIN why this is important...
- Where's your evidence for...
- What does the writer want you to think?
- Do you agree with...
- Give me five quotations about...
- Give me five facts about...
- Have you used the advice sheet for grade 7?

