

Year 11 GCSE Revision
English Language & English Literature

| Date due in | Topics for revision | Overview Questions | Activities to do DO THESE!!!! | Topics for revision | Overview Questions | Activities to do DO THESE!!!! |
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| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE |
| 13 th Feb | READING PROSE | <ul style="list-style-type: none"> What is prose? What does prose look like from 20th Century? What were major historical/social events of 20th Century? How do you answer question one? | <ul style="list-style-type: none"> Write down definition of prose and definition of non-fiction – what is difference? Read 5 prose extracts from 20th Century (resource 1 – see weblink http://filestore.aqa.org.uk/resources/english/AQA-87002-RSB.PDF) Consider differences and similarities between them using a table – look at plot/character/themes/context Create timeline for 20th Century using at least 3 website sources, with 20 items on the timeline that affect prose. Memorise the question one information on the knowledge organiser. (resource 2) Get your family to test you until you get 100%. Do 3 x question 1 questions under timed conditions and hand in for marking. (resource 3 – Turton Paper 1 reading) | INSPECTOR CALLS | <ul style="list-style-type: none"> What is the basic plot of this play? Who are the main characters? What is their function in the play? What are the main themes of this play? How do these themes connect to each other /characters/ plot? What are your key 20 quotes? | <ul style="list-style-type: none"> Memorise the key plot on the knowledge organiser. (resource 4) Get your family to test you until you get 100%. Memorise the key character info on the knowledge organiser. Get your family to test you until you get 100%. Memorise the key themes on the knowledge organiser. Get your family to test you until you get 100%. Create a huge A3 mindmap (using colour, thickness of lines and images to categorise your information in various ways) showing connections between: themes/characters/plot Memorise your key 20 quotes (in order) from your quote book. Get your family to test you on this until you get 100%. |
| | WRITING PROSE | <ul style="list-style-type: none"> What is narrative & descriptive writing? What are their different 'rules'? | <ul style="list-style-type: none"> Write down definition of narrative and definition of descriptive writing – what is difference? Read 2 examples of excellent narrative/descriptive writing (resource 5). Memorise the narrative and descriptive rules on the knowledge organiser. (resource 6) Get your family to test you until you get 100%. If you are aiming at grade 7/8/9 then you could also create a table to show which of the rules the excellent examples in resource 5 stick to and which they break? Then write a paragraph explaining the effect of sticking to/breaking the rules. | ANTHOLOGY POETRY | <ul style="list-style-type: none"> What is the key content of these poems? What are the main themes of these poems? What are your key 20 quotes? | <ul style="list-style-type: none"> Memorise the key content of each poem on the knowledge organiser – you could write these in your own words first. (resource 7) Get your family to test you until you get 100%. Memorise the key themes on the knowledge organiser. Get your family to test you until you get 100%. Memorise which key poems fit each theme on the knowledge organiser. Get your family to test you until you get 100%. Create a huge A3 mindmap (using colour, thickness of lines and images to categorise your information in various ways) showing connections between: themes/content Memorise your key 20 quotes (in order) from your quote book. Get your family to test you on this until you get 100%. |
| 20 th Feb | | | | | | |
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| 27 th Feb (Notice that the date is now the date the work is due in – quite a few pupils said that this would be less confusing) | READING NON-FICTION <ul style="list-style-type: none"> 19th and 21st century non-fiction Question 1 | <ul style="list-style-type: none"> What is non-fiction? What does non-fiction look like from 19th century and 21st century? What were major historical/social events of 19th century How do you answer question one? | <ul style="list-style-type: none"> Remind yourself of the definitions of and differences between prose and non-fiction? Read 4 non-fiction extracts. 2 from the 21st Century and 2 from the 19th Century (resource 8 – see weblink http://filestore.aqa.org.uk/resources/english/AQA-87002-RSB.PDF) Consider differences and similarities between them in pairs using a table or venn diagram – look at language/values of society/writer perspectives Create timeline for 19th Century using at least 3 website sources, with 20 items on the timeline that affect non-fiction. Memorise the question one information on the knowledge organiser. (resource 9) Get your family to test you until you get 100%. Do 3 x question 1 questions under timed conditions and hand in for marking. (resource 10 – Turton Paper 2 reading) | UNSEEN POETRY <ul style="list-style-type: none"> Reading and interpreting unseen poetry | <ul style="list-style-type: none"> What is poetry? How is it different to prose/drama? What is a poet trying to say? How do you approach a poem you have never seen? | <ul style="list-style-type: none"> Write down your own definition of poetry using at least 5 different websites/sources to help you. Write a paragraph about how poetry differs to prose. Write another paragraph explaining how poetry differs to drama. Read at least 5 poems that you haven't read before. Either the other cluster in your anthology that you haven't studied (resource 11 – see weblink http://filestore.aqa.org.uk/resources/english/AQA-87002-RSB.PDF) OR you can search the net, for example The Poetry Society (resource 12 – see weblink http://poetrysociety.org.uk/) For each poem – answer the questions on this sheet (resource 13) Memorise the 'The Exam' section on the knowledge organiser (resource 14) Get your family to test you until you get 100%. |

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| <p>6th March</p> <p>(Notice that the date is now the date the work is due in – quite a few pupils said that this would be less confusing)</p> | <p>WRITING NON-FICTION</p> <ul style="list-style-type: none"> P.A.T. | <ul style="list-style-type: none"> What do you have to do on this section of the paper? What is purpose? What is audience? What is a text type? How do you make your writing suit purpose/ audience/ type of text? | <ul style="list-style-type: none"> Read the example question and how to get good marks section on the knowledge organiser (resource 15). Memorise 'The Exam' section on the knowledge organiser (resource 15). Get your family to test you until you get 100%. Memorise the 'Purpose' information on the knowledge organiser. (resource 15) Get your family to test you until you get 100%. Memorise the "Types of Texts" information on the knowledge organiser. (resource 15) Get your family to test you until you get 100%. Memorise the "Audience" information on the knowledge organiser. (resource 15) Get your family to test you until you get 100%. Then identify the P.A.T. for 8 of the texts here (ignore all the questions and activities, they are from the old GCSE, just look at the texts) (resource 16 - http://store.aqa.org.uk/pdf/AQA-Unit%201-resources-v2.2.pdf.) | <p>19TH CENTURY PROSE (XMAS/J&H)</p> <ul style="list-style-type: none"> Plot Character Theme Quotes | <ul style="list-style-type: none"> What is the basic plot of this novel? Who are the main characters? What is their function in the novel? What are the main themes of this novel? How do these themes connect to each other /characters/ plot? What are your key 20 quotes? | <ul style="list-style-type: none"> Memorise the key plot on the knowledge organiser. (resource 17) Get your family to test you until you get 100%. Memorise the key character info on the knowledge organiser. Get your family to test you until you get 100%. Memorise the key themes on the knowledge organiser. Get your family to test you until you get 100%. Create a huge A3 mind map (using colour, thickness of lines and images to categorise your information in various ways) showing connections between: themes/characters/plot (use resource 18 if it helps.) Memorise your key 20 quotes (in order) from your quote book. Get your family to test you on this until you get 100%. |

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| 13 th March (Notice that the date is now the date the work is due in – quite a few pupils said that this would be less confusing) | READING PROSE <ul style="list-style-type: none"> Recap Question 1 Language devices Question 2 | <ul style="list-style-type: none"> Do you properly remember what to do on Question 1? What language devices might you find? What are their effects? How do you answer question 2? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Question 1' section on the Knowledge Organiser (resource 2). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down a definition (in your own words) for each of the 'Know Your Basics' from the knowledge organiser (resource 2). If you are looking for grade 6/7/8/9 do the same thing for the 'Language' section of the knowledge organiser. Find one example for each of the 'Know Your Basics' from any of these texts in resource 1 – http://filestore.aqa.org.uk/resources/english/AQA-87001-RSB.PDF If you are looking for grade 6/7/8/9 do the same thing for the 'Language' section of the knowledge organiser. Give a three adjective effect for each of the examples that you have found (e.g. "She burnt his heart" – metaphor – pain, permanent, ferocious). Memorise the 'Know your Basics' section on the knowledge organiser. (resource 2) Get your family to test you until you get 100%. Memorise the question two section on the knowledge organiser. (resource 2) Get your family to test you until you get 100%. If you are looking for grade 6/7/8/9 do the same thing for the 'Language' section of the knowledge organiser. Do 2 or 3 x question 2 questions under timed conditions and hand in for marking. (resource 3 – Turton Paper 1 reading) | SHAKESPEARE <ul style="list-style-type: none"> Plot Character Theme Quotes | <ul style="list-style-type: none"> What is the basic plot of this play? Who are the main characters? What is their function in the play? What are the main themes of this play? How do these themes connect to each other /characters/ plot? What are your key 20 quotes? | <ul style="list-style-type: none"> Memorise the key plot on the knowledge organiser. (resource 19) Get your family to test you until you get 100%. Memorise the key character info on the knowledge organiser. Get your family to test you until you get 100%. Memorise the key themes on the knowledge organiser. Get your family to test you until you get 100%. Create a huge A3 mind map (using colour, thickness of lines and images to categorise your information in various ways) showing connections between: themes/characters/plot Memorise your key 20 quotes (in order) from your quote book. Get your family to test you on this until you get 100%. |

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| 20 th March (Notice that the date is now the date the work is due in – quite a few pupils said that this would be less confusing) | WRITING PROSE <ul style="list-style-type: none"> Recap 'The Rules' Planning | <ul style="list-style-type: none"> Do you properly remember 'The Rules' for narrative/descriptive writing? How do you plan for narrative/descriptive writing? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Narrative Rules' and 'Descriptive Rules' section on the Knowledge Organiser (resource 6). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Memorise the 'Exam' section on the knowledge organiser. (resource 6) Get your family to test you until you get 100%. Plan the same descriptive writing task (resource 20 – TURTON – Paper 2 writing) in three different ways and decide which you like best. 1. Draw a six box grid over the picture and use that to label your six zoom-ins. 2. Do a spider diagram with six ideas then add at least six further branches out to expand on those ideas. 3. Write a couple of words for each of the five senses describing the picture. Plan the same narrative writing task (resource 20 – TURTON – Paper 2 writing) in three different ways and decide which you like best. 1. Draw a six box grid over the picture and use that to label your six zoom-ins. 2. Do a spider diagram with six ideas then add at least six further branches out to expand on those ideas. 3. Create a flow chart with three words in the following boxes: setting, character, problem, climax, resolution (or not!) Using your preferred planning technique, plan 3 narrative and 3 descriptive tasks – 8 minutes each task maximum – resource 20 – TURTON – Paper 2 writing) | AN INSPECTOR CALLS <ul style="list-style-type: none"> Recap: plot/character/theme/quotes Literary devices Context | <ul style="list-style-type: none"> Do you remember properly: plot/character/themes/quotes? What are the key literary devices for this text? What are their effects? What is the key context for this text? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Plot', 'Character' and 'Themes' section on the Knowledge Organiser (resource 4). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Test yourself, <i>without first checking back</i>, on your 20 quotes from your quote book. If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down a definition (in your own words) for each of the 'Key terms' from the knowledge organiser (resource 4). Find one example for each of the 'Key terms' in your 20 key quotes. Give a three adjective effect for each of the examples that you have found (e.g. "Fiddlesticks" – dramatic irony – arrogant, foolish, untrustworthy). Memorise the 'Key Terms' section on the knowledge organiser. (resource 4) Get your family to test you until you get 100%. Memorise the 'Context' section on the knowledge organiser. (resource 4) Get your family to test you until you get 100%. Check that you have each of the five key context ideas written in your quote book – each one linked to at least one of your 20 key quotes. If you are aiming at a grade 7/8/9, do a little research into the literary/social/historical context of the play and make sure you have a mix of all three types of context on your 20 key quotes. |

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| 27 th March (Notice that the date is now the date the work is due in – quite a few pupils said that this would be less confusing) | READING NON-FICTION <ul style="list-style-type: none"> Recap question one Connectives Question two | <ul style="list-style-type: none"> Do you properly remember how to answer question one? Which connectives show difference? How do you answer question two? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Question One' section on the Knowledge Organiser (resource 9). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down ten connectives for the word 'but' (for example: however). Memorise the question two information on the knowledge organiser. (resource 9) Get your family to test you until you get 100%. Do 2 or 3 question 2 questions under timed conditions and hand in for marking. (resource 10 – Turton Paper 2 reading) | ANTHOLOGY POETRY <ul style="list-style-type: none"> Recap: content /themes /quotes Poetic devices Context | <ul style="list-style-type: none"> Do you properly remember: the content/ themes/ quotes? What are the key literary devices for this text? What are their effects? What is the key context for this text? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Content' and 'Themes' section on the Knowledge Organiser (resource 7). Test yourself, <i>without first checking back</i>, on your 20 quotes from your quote book. If you did not get 100% on anything, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down a definition (in your own words) for each of the words in bold in the 'Key Terms' from the knowledge organiser (resource 7). If you are aiming at a grade 6/7/8/9 you might like to do a few of the others as well. Give one example for each of the bold 'Key terms' in your 20 key quotes. If you are aiming at a grade 6/7/8/9 you might like to do a few of the others as well Give a three adjective effect for each of the examples that you have found (e.g. "bloody life in my bloody hands" – repetition – guilt, horror, anger). Memorise the bold 'Key Terms' section on the knowledge organiser. (resource 7). If you are aiming at a grade 6/7/8/9 you might like to do a few of the others as well. Get your family to test you until you get 100%. You have already memorised the context (it is in bold in the content section) on the knowledge organiser. (resource 7) Check that you have each of the context ideas for your key poems written in your quote book – each one linked to at least one of your 20 key quotes. If you are aiming at a grade 7/8/9, do a little research into the literary/social/historical context of the poems and make sure you have a mix of all three types of context on your 20 key quotes. |

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| 3 rd April (Notice that the date is now the date the work is due in) | WRITING NON-FICTION <ul style="list-style-type: none"> Recap PAT How to plan | <ul style="list-style-type: none"> Do you properly remember how to write for each purpose, audience, type of text (PAT)? How do you plan writing non-fiction? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Purpose' section on the Knowledge Organiser (resource 15). Test yourself, <i>without first checking back</i>, on the 'Audience' section on the Knowledge Organiser. (resource 15) Test yourself, <i>without first checking back</i>, on the 'Type of text' section on the Knowledge Organiser. (resource 15) If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Have a go at writing an answer to one of the writing non-fiction exam questions (resource 21) for 20 minutes without writing a plan. Then pick a different question and spend 5 minutes creating a spider diagram of ideas that you could include and spend 15 minutes writing it. It could look something like this (resource 22 - https://image.slidesharecdn.com/wjecgcseexamprephigherpaperunit2-130515123503-phpapp01/95/wjec-gcse-exam-prep-higher-paper-unit-2-11-638.jpg?cb=1368621405) Compare your two answers – what is the difference? Plan 3 of the other questions using a spider diagram with at least 8 ideas. You need to be able to plan in under 5 minutes. | UNSEEN POETRY <ul style="list-style-type: none"> Recap: reading and interpreting an unseen poem Poetic devices | <ul style="list-style-type: none"> Do you properly remember: how to approach a poem that you've never seen? What are the key poetic devices? | <ul style="list-style-type: none"> Write down as many of the ten questions that you can remember that you had to answer for the unseen poems earlier in your revision. Check your answers (resource 13) If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Test yourself, <i>without first checking back</i>, on 'The Exam' section on the knowledge organiser (resource 14) If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Find a quote from any unseen poems of each of the devices in bold on the knowledge organiser (resource 14). You can get unseen poems from here http://filestore.aqa.org.uk/resources/english/AQA-87002-RSB.PDF) OR you can search the net, for example The Poetry Society (resource 12 – see weblink http://poetrysociety.org.uk/) |

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| <p>10th April</p> <p>(Notice that the date is now the date the work is due in)</p> | <p style="background-color: black; color: white; padding: 2px;">READING PROSE</p> <ul style="list-style-type: none"> Recap Q1 & Q2 Whole-text structure devices Q3 | <ul style="list-style-type: none"> Do you properly remember how to answer Q1 and Q2? What are whole-text structural devices? How do you answer Q3? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Question 1' and 'Question 2' section on the Knowledge Organiser (resource 2). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down a definition (in your own words) for each of the 'Know Your Basics' from the knowledge organiser (resource 2). If you are looking for grade 6/7/8/9 do the same thing for the 'Language' section of the knowledge organiser. Find one example for each of the 'Structure' from any of these texts in resource 1 – http://filestore.aqa.org.uk/resources/english/AQA-87001-RSB.PDF Give a three word effect for each of the examples that you have found (e.g. "He saw the whole dark sky" – widening focus – vastness, overwhelming, tiny). Memorise the question three section on the knowledge organiser. (resource 2) Get your family to test you until you get 100%. Do 2 or 3 x question 3 questions under timed conditions and hand in for marking. (resource 3 – Turton Paper 1 reading) | <p style="background-color: black; color: white; padding: 2px;">19TH CENTURY PROSE (XMAS/J&H)</p> <ul style="list-style-type: none"> Recap: plot, character, themes, quotes Literary devices Context | <ul style="list-style-type: none"> Do you properly remember: the plot, character, themes and quotes? What are the key literary devices? What is the key context for your text? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the key plot on the knowledge organiser. (resource 2) Test yourself, <i>without first checking back</i>, on the key character info on the knowledge organiser. Test yourself, <i>without first checking back</i>, on the key themes on the knowledge organiser. Test yourself, <i>without first checking back</i>, on your key 20 quotes (in order) from your quote book. If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down a definition (in your own words) for each of the 'Vocabulary' from the knowledge organiser (resource 2). Choose 5 words that you are not familiar with and write them in a sentence about your text. Memorise the 'Vocabulary' section on the knowledge organiser. (resource 2) Get your family to test you until you get 100%. Memorise the 'Context' section on the knowledge organiser. (resource 2) Get your family to test you until you get 100%. Check that you have each of the seven key context ideas written in your quote book – each one linked to at least one of your 20 key quotes. If you are aiming at a grade 7/8/9, do a little research into the literary/social/historical context of the play and make sure you have a mix of all three types of context on your 20 key quotes. |

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| <p>17th April</p> <p>(Notice that the date is now the date the work is due in)</p> | <p style="background-color: black; color: white; padding: 2px;">WRITING PROSE</p> <ul style="list-style-type: none"> Recap 'the rules' and planning SPaG | <ul style="list-style-type: none"> Do you properly remember 'the rules' for descriptive and narrative writing? How can you improve your SPaG marks? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on 'the rules' section for both narrative and descriptive writing on the Knowledge Organiser (resource 6). Test yourself, <i>without first checking back</i>, on 'the exam section on the Knowledge Organiser (resource 6). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Plan one task in under 4 minutes from any of the five papers (resource 20 – TURTON – Paper 2 Writing) Look through your English books and see what are your most common errors – write down five (you could consider: capital letters, question marks, commas, apostrophes, spelling homophones, tenses, paragraphs). Either ask your teacher for a specific activity or do some from BBC Bitesize (resource 23 - http://www.bbc.co.uk/education/topics/z2b2tyc) Keep going until you have got rid of three of your SPaG problems. | <p style="background-color: black; color: white; padding: 2px;">SHAKESPEARE</p> <ul style="list-style-type: none"> Recap: plot, character, themes, quotes Literary devices Context | <ul style="list-style-type: none"> Do you properly remember: the plot, character, themes and quotes? What are the key literary and dramatic devices? What is the key context for your text? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the key plot on the knowledge organiser. (resource 19) Test yourself, <i>without first checking back</i>, on the key character info on the knowledge organiser. (resource 19) Test yourself, <i>without first checking back</i>, on the key themes on the knowledge organiser. (resource 19) Test yourself, <i>without first checking back</i>, on your key 20 quotes (in order) from your quote book. If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down a definition (in your own words) for each of the 'Vocabulary' from the knowledge organiser (resource 19). Choose 5 words that you are not familiar with and write them in a sentence about your text. Memorise the 'Vocabulary' section on the knowledge organiser. (resource 19) Get your family to test you until you get 100%. Memorise the 'Context' section on the knowledge organiser. (resource 19) Get your family to test you until you get 100%. Check that you have each of the six key context ideas written in your quote book – each one linked to at least one of your 20 key quotes. If you are aiming at a grade 7/8/9, do a little research into the literary/social/historical context of the play and make sure you have a mix of all three types of context on your 20 key quotes. |

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| 24 th April | READING NON-FICTION | <ul style="list-style-type: none"> Do you properly remember how to answer question 1 and question 2? Which language techniques are useful to know? How do you answer question 3? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on question 1 and question 2 section for both narrative and descriptive writing on the Knowledge Organiser (resource 9). Test yourself, <i>without first checking back</i>, on 'the exam section on the Knowledge Organiser (resource 9). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Re-do a question 1 and a question 2 in 20 mins from any of the Turton exam papers D/E/F (resource 10) Test yourself on 'I AM A FORESTER' or 'A HARMLESS RIME' or whatever your teacher has taught you about persuasive language techniques. Find an example of each of the techniques from any of the sources from Turton exam papers D/E/F (resource 10). Memorise the question three information on the knowledge organiser. (resource 9) Get your family to test you until you get 100%. Do 2 or 3 question 3 questions under timed conditions and hand in for marking. (resource 10 – Turton Paper 2 reading) | AN INSPECTOR CALLS | <ul style="list-style-type: none"> Do you properly remember: the plot, character, themes, quotes, literary and dramatic devices and key context for your text? How do you plan an essay question successfully? What does a good literature analysis paragraph look like? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the key plot, characters, themes, vocabulary and context on the knowledge organiser. (resource 4). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down your key 20 quotes in single words/letter (for example 'fire and blood and anguish' could become just 'fire' or just 'f'). Use your list of 20 words/letters to plan 3 essay questions. You will need 6-8 quotes. (resource 23) Look at these example paragraphs (one is a grade 5 and one is a grade 8 resource 24). Choose the one that is the grade that you are more aiming for and write down 3 key differences between it and your own analysis paragraphs. Write one analysis paragraph for each of your essay plans. |
| | <ul style="list-style-type: none"> Recap question 1 & 2 Language devices Question 3 | | | <ul style="list-style-type: none"> Recap: plot, character, themes, quotes, Literary devices, context Planning Analysis paragraph | | |

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English Language & English Literature

| Date due in | Topics for revision | Overview Questions | Activities to do DO THESE!!!! | Topics for revision | Overview Questions | Activities to do DO THESE!!!! |
|---------------------|---|---|---|--|---|--|
| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE |
| 1 st May | WRITING NON-FICTION | <ul style="list-style-type: none"> Do you properly remember how to use PAT? Do you properly remember how to plan? How can you improve your SPaG marks? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Purpose', 'Audience' and 'Type of Text' section on the Knowledge Organiser (resource 15). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Plan 1 or 2 of the other questions (resource 21) using a spider diagram with at least 8 ideas. You need to be able to plan in less than 5 minutes. Look through your English books and see what are your most common errors – write down five (you could consider: capital letters, question marks, commas, apostrophes, spelling homophones, tenses, paragraphs). Either ask your teacher for a specific activity or do some from BBC Bitesize (resource 23 - http://www.bbc.co.uk/education/topics/z2b2tyc) Keep going until you have got rid of three of your SPaG problems. | ANTHOLOGY POETRY | <ul style="list-style-type: none"> Do you properly remember: the content, themes, quotes, poetic devices and key context for your text? How do you plan an essay question successfully? What does a good literature comparison analysis paragraph look like? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the key content, themes, vocabulary and context on the knowledge organiser. (resource 7). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down your key 20 quotes in single words/letter (for example "My name is Ozymandias, king of kings: Look on my works, ye Mighty, and despair!" could become just "king or just 'k'). Use your list of 20 words/letters to plan 3 essay questions. You will need to put your quotes in pairs as you are being tested on comparison. You could use a grid with two columns to do this. (Resource 25) Look at these example paragraphs, one is a grade 5 and one is a grade 7 (resource 26). Choose the one that is the grade that you are more aiming for and write down 3 key differences between it and your own analysis paragraphs. Write one analysis paragraph for each of your essay plans. |
| | <ul style="list-style-type: none"> Recap PAT and planning? SPAG | | | <ul style="list-style-type: none"> Recap: content, themes, quotes, poetic devices, context Planning Comparison analysis paragraph | | |

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| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE | |
| 8 th May | READING PROSE | <ul style="list-style-type: none"> Do you properly remember how to answer questions 1, 2 and 3 What is inference How do you answer question 4? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Question 1' and 'Question 2' and 'Question 3' section on the Knowledge Organiser (resource 2). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing Do question 1, 2 and 3 from one of these papers that you are least familiar with in timed conditions – 30 minutes total. (resource 3 – Turton Paper 1 reading) Choose any five words from the texts in this file (the texts start on page 12) http://filestore.aqa.org.uk/resources/english/AQA-87001-RSB.PDF and then do a spider diagram with as many associations/ inference ideas as you can. For example: "shrieking" = high, loud, excitement, fear, female, childish, wide-eyed, bright OR "potatoes" = earthy, cheap, vegetable, healthy, filling, jacket, eyes, chips, Western, hidden, underground, Memorise the question four section on the knowledge organiser. (resource 2) Get your family to test you until you get 100%. Do 2 or 3 x question 4 questions under timed conditions and hand in for marking. (resource 3 – Turton Paper 1 reading) | UNSEEN POETRY | <ul style="list-style-type: none"> Recap: understanding a new poem Recap: poetic devices Inference Comparison analysis | <ul style="list-style-type: none"> Do you properly remember: how to approach a poem you've never seen before? Do you properly remember the poetic devices? What is inference? How do you write a comparative analysis? | <ul style="list-style-type: none"> Answer the 10 questions (resource 13) – very short answers on 1 or 2 poems that you don't know from here see weblink https://englishatturton.edublogs.org/files/2016/08/Blank-Poetry-Anthology-1bjeedq.pdf OR you can search the net, for example The Poetry Society (resource 12 – see weblink http://poetrysociety.org.uk/) Test yourself, <i>without first checking back</i>, on 'The Exam' section on the knowledge organiser (resource 14) If you did not get 100%, then wait for two days and test yourself again. Keep going until you get 100%. Test yourself on the poetic devices from the knowledge organiser (resource 14). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Choose any five words from any poem that you don't know from the same links as above and then do a spider diagram with as many associations/ inference ideas as you can. For example: "shrieking" = high, loud, excitement, fear, female, childish, wide-eyed, bright OR "potatoes" = earthy, cheap, vegetable, healthy, filling, jacket, eyes, chips, Western, hidden, underground, Look at these example paragraphs, one is a grade 5 and one is a grade 7 (resource 27). Choose the one that is the grade that you are more aiming for and write down 3 key differences between it and your own analysis. Write one comparative analysis paragraph for any two poems that you don't know from the same links as above. Just use this question: How does the poet convey emotions in these two poems? |

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| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE |
| 15 th May | <p>WRITING PROSE</p> <ul style="list-style-type: none"> Recap the rules, planning and SPaG Language techniques | <ul style="list-style-type: none"> Do you properly remember 'the rules', how to plan and your SPaG issues? What are the most useful techniques for writing prose? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on 'the rules' and 'the exam' section for both narrative and descriptive writing on the Knowledge Organiser (resource 6). Plan one task in under 4 minutes from any of the five papers (resource 20 – TURTON – Paper 2 writing– PAPER) Remind yourself by looking back in your pink book which are your five main SPaG issues. Then do a few more activities either from here (resource 23 - http://www.bbc.co.uk/education/topics/z2b2tyc) or just a Google search. Write down an example for any of the language techniques that you aren't familiar with. (resource 6). Write down your own example for each of the sentence starts (resource 6). Choose a task (resource 20 – TURTON – Paper 2 writing– PAPER) that you've not done and spend 20 minutes on it (5 mins planning then 15 minutes writing). Make sure you have the Knowledge Organiser with you so that you can do everything from it that you should. (resource 6). | <p>XMAS CAROL OR J&H</p> <ul style="list-style-type: none"> Recap: plot, character, themes, quotes, literary techniques and context Planning Analysis paragraph | <ul style="list-style-type: none"> Do you properly remember: the plot, character, themes, quotes, literary techniques and key context for your text? How do you plan an essay question successfully ? What does a good literature analysis paragraph look like? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the key plot, characters, themes, vocabulary and context on the knowledge organiser. (resource 2). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing yourself until you get 100%. Write down your key 20 quotes in single words/letter (for example 'fire and blood and anguish' could become just 'fire' or just 'f'). Use your list of 20 words/letters to plan 3 essay questions. You will need 6-8 quotes. (resource 28 – TURTON – Xmas – PAPERS) OR (resource 29 – TURTON – Jekyll - PAPERS) Look at these example paragraphs (one is a grade 5 and one is a grade 8 (resource 30)). Choose the one that is the grade that you are more aiming for and write down 3 key differences between it and your own analysis paragraphs. Write one analysis paragraph for each of your essay plans. |

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| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE | |
| 22 nd May | READING NON-FICTION | <ul style="list-style-type: none"> Do you properly remember how to answer question 1, 2 and 3? Do you properly remember which language techniques are often in non-fiction texts? What is inference? How do you answer question 4? | <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the 'Question 1' and 'Question 2' and 'Question 3' section on the Knowledge Organiser (resource 9). If you did not get 100%, then wait for two days and test yourself again. Keep going until waiting two days and re-testing Do question 1, 2 and 3 from one of these papers that you are least familiar with in timed conditions – 30 minutes total. (resource 10 – TURTON - Paper 2 reading - PAPERS) Choose any five words from the texts in this file (the texts start on page 12) http://filestore.aqa.org.uk/resources/english/AQA-87002-RSB.PDF and then do a spider diagram with as many associations/ inference ideas as you can. For example: "shrieking" = high, loud, excitement, fear, female, childish, wide-eyed, bright OR "potatoes" = earthy, cheap, vegetable, healthy, filling, jacket, eyes, chips, Western, hidden, underground, Memorise the question four section on the knowledge organiser. (resource 9) Get your family to test you until you get 100%. Do 2 or 3 x question 4 questions under timed conditions and hand in for marking. (resource 10 – TURTON - Paper 2 reading - PAPERS) | SHAKESPEARE | <ul style="list-style-type: none"> Recap: plot, character, themes, quotes, literary techniques and context Planning Analysis paragraph | <ul style="list-style-type: none"> Do you properly remember: the plot, character, themes, quotes, literary and dramatic techniques and key context for your text? How do you plan an essay question successfully? What does a good literature analysis paragraph look like? | <p style="color: red; text-align: center;">THIS IS YOUR LAST WEEK OF REVISION FOR LITERATURE. NEXT WEEK IS THE ACTUAL EXAMS.</p> <ul style="list-style-type: none"> Test yourself, <i>without first checking back</i>, on the key plot, characters, themes, vocabulary and context on the knowledge organiser. (resource 19). Write down your key 20 quotes in single words/letter (for example 'Look like th' innocent flower. But be the serpent under't.' could become "serpent" or just 's'). Use your list of 20 words/letters to plan 3 essay questions. You will need 6-8 quotes. (resource 31 – TURTON – Macbeth PAPERS) OR (resource 32 – TURTON – Romeo & Juliet - PAPERS) Look at these example paragraphs (one is a grade 5 and one is a grade 8 (resource 33)). Choose the one that is the grade that you are more aiming for and write down 3 key differences between it and your own analysis paragraphs. Write one analysis paragraph for each of your essay plans. Take a look at the full papers below so you know what they look like. <p>EITHER ASK YOUR ENGLISH TEACHER FOR NEW PAPERS OR YOUR YEAR 10 EXAM PAPERS ARE HERE:</p> <p>PAPER 1 - http://filestore.aqa.org.uk/resources/english/AQA-87021-SQP-V1.PDF</p> <p>PAPER 2 – http://filestore.aqa.org.uk/resources/english/AQA-87022-SQP.PDF</p> |

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| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE |
| 29 th May | WRITING NON-FICTION <ul style="list-style-type: none"> • Recap PAT, planning and SPaG • Language techniques | <ul style="list-style-type: none"> • Do you properly remember PAT, how to plan and your SPaG issues? • What are the most useful techniques for writing non-fiction? | <p><i>BECAUSE YOUR LITERATURE EXAMS ARE THIS WEEK, YOU MAY CHOOSE TO DO PRACTICE ESSAYS FOR LITERATURE INSTEAD OF LANGUAGE, THEN DO DOUBLE LANGUAGE NEXT WEEK IN THE HALF TERM.</i></p> <ul style="list-style-type: none"> • Test yourself, <i>without first checking back</i>, on the 'Purpose', 'Audience' and 'Type of Text' section on the Knowledge Organiser (resource 15). • Plan 1 or 2 of the other questions (resource 21) using a spider diagram with at least 8 ideas. You need to be able to plan in less than 5 minutes. • Do a few more SPaG activities either from here (resource 23 - http://www.bbc.co.uk/education/topics/z2b2tyc) or just a Google search. • Write down an example for of any of the IMAFORESTER techniques that you aren't familiar with. (resource 15). • Write down your own example for each of the sentence starts (resource 15). • Choose a task (resource 21) that you've not done and spend 20 minutes on it (5 mins planning then 15 minutes writing). Make sure you have the Knowledge Organiser with you. (resource 15). | EXAMS | | <p style="color: red; font-weight: bold;">EXAMS</p> <p style="color: red; font-weight: bold;">Monday 22nd May – 9am</p> <p style="color: red; font-weight: bold;">1. Christmas Carol OR Jekyll & Hyde</p> <p style="color: red; font-weight: bold;">2. Macbeth OR Romeo & Juliet</p> <p style="color: red; font-weight: bold;">Friday 26th May – 9am</p> <p style="color: red; font-weight: bold;">1. An Inspector Calls</p> <p style="color: red; font-weight: bold;">2. Anthology Poetry</p> <p style="color: red; font-weight: bold;">3. Unseen Poetry</p> |

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| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE |
| 5 th June | <p data-bbox="197 443 351 496">ENGLISH LANGUAGE FULL PAPERS</p> <ul data-bbox="197 496 351 549" style="list-style-type: none"> • Timing | <ul data-bbox="369 443 539 549" style="list-style-type: none"> • Do you know how long to spend on each part of the papers? | <p data-bbox="600 443 1048 496"><i>THIS IS YOUR LAST WEEK OF REVISION FOR ENGLISH LANGUAGE. NEXT WEEK IS THE ACTUAL EXAMS</i></p> <ul data-bbox="600 496 1064 858" style="list-style-type: none"> • Make yourself a timing sheet for paper one and paper two. Use all of the knowledge organisers to do it. (resources: 2, 6, 9 and 15) • Adjust them if you know your teacher has said that you need a bit longer or shorter on one section of the exam. Then get someone to test you on them. • Do a last check that you know your knowledge organisers and have practiced all of the questions. • Take a look at the full papers below so you know what they look like. <p data-bbox="600 890 1016 970">EITHER ASK YOUR ENGLISH TEACHER FOR NEW PAPERS OR YOUR YEAR 10 EXAM PAPERS ARE HERE:</p> <p data-bbox="600 1002 1064 1082">PAPER 1 - http://filestore.aqa.org.uk/resources/no_index/AQA-87001-SQP.PDF</p> <p data-bbox="600 1114 1064 1193">PAPER 2 – http://filestore.aqa.org.uk/resources/english/AQA-87002-SIN.PDF</p> <p data-bbox="600 1225 1064 1305">http://filestore.aqa.org.uk/resources/english/AQA-87002-SQP.PDF</p> | | | |

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| | LANGUAGE | LANGUAGE | LANGUAGE | LITERATURE | LITERATURE | LITERATURE |
| 12 th June | EXAMS | | <p>EXAMS</p> <p>Tuesday 6th June – 9am 1. Reading Prose (Creative reading) 2. Writing Prose (Creative writing)</p> <p>Monday 12th June – 9am 1. Reading Non-Fiction 2. Writing Non-Fiction</p> | | | |