Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
16th Jan	READING PROSE • Question 1 • 20th Century Prose	• Write down definition of prose and definition of non-fiction – what is difference? • Read 5 prose extracts from 20th Century (**pages 1-13)** • 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. **(page 14)** • Get your family to test you. • Do 2 x question 1 questions under timed conditions and hand in for marking. **(page 15-53)**	INSPECTOR CALLS • Plot • Character • Theme • Quotes	• Memorise the key plot on the knowledge organiser. **(page 54)** • Get your family to test you • Memorise the key character info on the knowledge organiser. • Get your family to test you. • Memorise the key themes on the knowledge organiser. • Get your family to test you. • 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.
23th Jan	WRITING PROSE • Narrative 'rules' • Descriptive 'rules'	• Write down definition of narrative and definition of descriptive writing – what is difference? • Read 2 examples of excellent narrative/descriptive writing (**pages 55-56)**. • Memorise the narrative and descriptive rules on the knowledge organiser. **(page 57)** • Get your family to test you. • 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 **(page 55 -56)** stick to and which they break? Then write a paragraph explaining the effect of sticking to/breaking the rules.	ANTHOLOGY POETRY • Message • Theme • Quotes	• Memorise the key content of each poem on the knowledge organiser – you could write these in your own words first. **(pages 58 or 59)** • Get your family to test you. • Memorise the key themes on the knowledge organiser. • Get your family to test you. • Memorise which key poems fit each theme on the knowledge organiser. • Get your family to test you. • Create a huge A3 mind map (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.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
30th Jan	READING NON-FICTION • 19th and 21st century non-fiction • Question 1	• 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 **(pages 60-81)** • 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. **(page 82)** • Get your family to test you. • Do 2 x question 1 questions under timed conditions and hand in for marking. **(pages 83-114)**	UNSEEN POETRY • Reading and interpreting unseen poetry	• 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 2 poems that you haven't read before. Either the other cluster in your anthology that you haven't studied **(page 115-123)** • For each poem – answer the questions on this sheet **(page 124)** • Memorise the 'The Exam' section on the knowledge organiser **(page 125)** • Get your family to test you.
6th Feb	WRITING NON-FICTION • P.A	• Read the example question and how to get good marks section on the knowledge organiser **(page 126).** • Memorise 'The Exam' section on the knowledge organiser • Get your family to test you. • Memorise the 'Purpose' information on the knowledge organiser. • Get your family to test you. • Memorise the ''Types of Texts' information on the knowledge organiser. • Get your family to test you. • Memorise the ''Audience' information on the knowledge organiser. • Get your family to test you. • Then identify the P.A.T. for 2 of these non-fiction texts. **(pages 60-81.)**	19TH CENTURY PROSE (XMAS/J&H) • Plot • Character • Theme • Quotes	• Memorise the key plot on the knowledge organiser. **(Page 127 or 128)** • Get your family to test you. • Memorise the key character info on the knowledge organiser. • Get your family to test you. • Memorise the key themes on the knowledge organiser. • Get your family to test you. • 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 **page 129** if it helps.) • Memorise your key 20 quotes (in order) from your quote book. • Get your family to test you on this.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
13th Feb	READING PROSE • Recap Question 1 • Language techniques • Question 2	• Test yourself, *without first checking back*, on the 'Question 1' section on the Knowledge Organiser (**page 14).** • Write down a definition (in your own words) for each of the 'Know Your Basics' from the knowledge organiser (**page 14)**. • 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. **(page 15-53)** • 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. (**page 14)**. • Get your family to test you. • Memorise the question two section on the knowledge organiser. (**page 14)**. • Get your family to test you. • If you are looking for grade 6/7/8/9 do the same thing for the 'Language' section of the knowledge organiser. • Do 2 x question 2 questions under timed conditions and hand in for marking. **(page 15-53)**	SHAKESPEARE • Plot • Character • Theme • Quotes	• Memorise the key plot on the knowledge organiser. **(page 130 or 131)** • Get your family to test you. • Memorise the key character info on the knowledge organiser. • Get your family to test you. • Memorise the key themes on the knowledge organiser. • Get your family to test you. • 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.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
20th Feb (Hand in next week after half term)	WRITING PROSE • Recap 'The Rules' • Planning	• Test yourself, *without first checking back*, on the 'Narrative Rules' and 'Descriptive Rules' section on the Knowledge Organiser **(page 57)**. • Memorise the 'Exam' section on the knowledge organiser. **(page 57)** • Get your family to test you. • Plan the same descriptive writing task (**pages 132-136)** 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 (**pages 132-136)** 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 2 narrative and 2 descriptive tasks – 8 minutes each task maximum. **(pages 132 - 136)**	AN INSPECTOR CALLS • Recap: plot/ character/ theme/ quotes • Literary techniques • Context	• Test yourself, *without first checking back*, on the 'Plot', 'Character' and 'Themes' section on the Knowledge Organiser (**page 54**). • Test yourself, *without first checking back*, on your 20 quotes from your quote book. • Write down a definition (in your own words) for each of the 'Key terms' from the knowledge organiser (**page 54)**. • 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, and untrustworthy). • Memorise the 'Key Terms' section on the knowledge organiser. **(page 54)** • Get your family to test you. • Memorise the 'Context' section on the knowledge organiser. **(page 54)** • Get your family to test you. • 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.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
27th Feb (Hand in last week's revision)		**MOCK EXAMS**		**MOCK EXAMS**
6th March		**MOCK EXAMS**		**MOCK EXAMS**
13th March	READING NON-FICTION • Recap question one • Connectives • Question two	• Test yourself, *without first checking back*, on the 'Question One' section on the Knowledge Organiser **(page 82)**. • Write down ten connectives for the word 'but' (for example: however). • Memorise the question two information on the knowledge organiser. **(page 82)** • Get your family to test you. • Do 2 question 2 questions under timed conditions and hand in for marking. **(pages 83-114)**	ANTHOLOGY POETRY • Recap: content /themes /quotes • Poetic techniques • Context	• Test yourself, *without first checking back*, on the 'Content' and 'Themes' section on the Knowledge Organiser (**page 58 or 59**). • Test yourself, *without first checking back*, on your 20 quotes from your quote book. • Write down a definition (in your own words) for each of the words in bold in the 'Key Terms' from the knowledge organiser (**page 58 or 59)**. 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. **(page 58 or 59).** 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. • You have already memorised the context (it is in bold in the content section) on the knowledge organiser. **(page 58 or 59)** • 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.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
20th March	WRITING NON-FICTION • Recap PAT • How to plan	• Test yourself, *without first checking back*, on the 'Purpose' section on the Knowledge Organiser (**page 126).** • Test yourself, *without first checking back*, on the 'Audience' section on the Knowledge Organiser. **(page 126)** • Test yourself, *without first checking back*, on the 'Type of text' section on the Knowledge Organiser. **(page 126)** • Have a go at writing an answer to one of the writing non-fiction exam questions (**page 137)** 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 (**page 138)** Compare your two answers – what is the difference? • Plan 2 of the other questions using a spider diagram with at least 6 ideas and ideally a second layer of more detailed ideas too. You need to be able to plan in under 5 minutes.	UNSEEN POETRY • Recap: reading and interpreting an unseen poem • Poetic techniques	• 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 **(page 124)** • Test yourself, *without first checking back*, on 'The Exam' section on the knowledge organiser **(page 125)** • Find a quote from any unseen poems of each of the techniques in bold on the knowledge organiser (**page 125).** You can get unseen poems from here **(page 115-123)**

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
27th March	READING PROSE • Recap Q1 & Q2 • Whole-text structure techniques • Q3	• Test yourself, *without first checking back*, on the 'Question 1' and 'Question 2' section on the Knowledge Organiser (**page 14).** • Write down a definition (in your own words) for each of the 'Know Your Basics' from the knowledge organiser (**page 14)**. • 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. **(page 1-13)** • 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. **(page 14)** • Get your family to test you. • Do 2 x question 3 questions under timed conditions and hand in for marking. **(page 15-53)**	19TH CENTURY PROSE (XMAS/J&H) • Recap: plot, character, themes, quotes • Literary techniques • Context	• Test yourself, *without first checking back*, on the key plot on the knowledge organiser. **(page 127 or 128)** • Test yourself, *without first checking back*, on the key character info on the knowledge organiser. • Test yourself, *without first checking back*, on the key themes on the knowledge organiser. • Test yourself, *without first checking back*, on your key 20 quotes (in order) from your quote book. • Write down a definition (in your own words) for each of the 'Vocabulary' from the knowledge organiser (**page 127 or 128)**. • 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. **(page 127 or 128)** • Get your family to test you. • Memorise the 'Context' section on the knowledge organiser. **(page 127 or 128)** • Get your family to test you. • 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.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
2nd April (Hand in after Easter)	WRITING PROSE • Recap 'the rules' and planning • SPaG	• Test yourself, *without first checking back*, on 'the rules' section for both narrative and descriptive writing on the Knowledge Organiser (**page 57)**. • Test yourself, *without first checking back*, on 'the exam section on the Knowledge Organiser (**page 57)**. • Plan one task in under 6 minutes from any of the five papers **(pages 132 - 136)** • Look through your English books and see what your most common errors are – 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 (http://www.bbc.co.uk/education/topics/z2b2tyc) • Keep going until you have got rid of three of your SPaG problems.	SHAKESPEARE • Recap: plot, character, themes, quotes • Literary techniques • Context	• Test yourself, *without first checking back*, on the key plot on the knowledge organiser. **(page 130 or 131)** • Test yourself, *without first checking back*, on the key character info on the knowledge organiser. **(page 130 or 131)** • Test yourself, *without first checking back*, on the key themes on the knowledge organiser. **(page 130 or 131)** • Test yourself, *without first checking back*, on your key 20 quotes (in order) from your quote book. • Write down a definition (in your own words) for each of the 'Vocabulary' from the knowledge organiser (**page 130 or 131)**. • Choose 5 words from the 'vocabulary' list on the knowledge organiser that you are not familiar with and write them in a sentence about your text. • Memorise the 'Vocabulary' section on the knowledge organiser. **(page 130 or 131)** • Get your family to test you. • Memorise the 'Context' section on the knowledge organiser. **(page 130 or 131)** • Get your family to test you. • 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.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
10th April (Hand in after Easter)	READING NON-FICTION • Recap question 1 & 2 • Language techniques • Question 3	• Test yourself, *without first checking back*, on question 1 and question 2 section for both narrative and descriptive writing on the Knowledge Organiser (**page 82**). • Test yourself, *without first checking back*, on 'the exam section on the Knowledge Organiser (**page 82**). • Re-do a question 1 and a question 2 in 20 mins from any of the Turton exam papers **(pages 83-114)** • 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 these texts **(pages 60-81)** • Memorise the question three information on the knowledge organiser. **(page 82)** • Get your family to test you. • Do 2 x question 3 questions under timed conditions and hand in for marking. **(pages 83-114)**	AN INSPECTOR CALLS • Recap: plot, character, themes, quotes, Literary techniques, context • Planning • Analysis paragraph	• Test yourself, *without first checking back*, on the key plot, characters, themes, vocabulary and context on the knowledge organiser. **(page 54).** • 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 quotes to plan an essay question – do a spidergram of ideas before you choose quotes. You will need 6-8 ideas with quotes. **(page 139)** • Look at these example paragraphs (one is a grade 5 and one is a grade 8 **(page 197).** 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 your essay plan.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
17th April (Hand in this and previous two weeks as well!!!)	WRITING NON-FICTION • Recap PAT and planning? • SPAG	• Test yourself, *without first checking back*, on the 'Purpose', 'Audience' and 'Type of Text' section on the Knowledge Organiser (**page 126).** • Plan 2 of the other questions (**page 137)** using a spider diagram with at least 8 ideas. You need to be able to plan in less than 6 minutes. • Look through your English books and see what your most common errors are – 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 http://www.bbc.co.uk/education/topics/z2b2tyc) • Keep going until you have got rid of three of your SPaG problems.	ANTHOLOGY POETRY • Recap: content, themes, quotes, poetic techniques, context • Planning • Comparison analysis paragraph	• Test yourself, *without first checking back*, on the key content, themes, vocabulary and context on the knowledge organiser. **(pages 58 or 59).** • 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 quotes to plan an essay question. 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. **(pages 140-153)** • Look at these example paragraphs, one is a grade 5 and one is a grade 7 (**page 154).** 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 your essay plan.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
24th April	READING PROSE • Recap questions 1, 2 and 3 • Inference • Question 4	• Test yourself, *without first checking back*, on the 'Question 1' and 'Question 2' and 'Question 3' section on the Knowledge Organiser (**page 14)**. • Do question 1, 2 and 3 from one of these papers that you are least familiar with in timed conditions – 30 minutes total. **(pages 15-53)** • Choose any five words from the texts (**pages 15-53)** 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. **(page 14)** • Get your family to test you. Do 1 x question 4 questions under timed conditions and hand in for marking. **(page 15-53)**	UNSEEN POETRY • Recap: understanding a new poem • Recap: poetic techniques • Inference • Comparison analysis	• Answer the 10 questions **(page 124)** – very short answers on 1 or 2 poems that you don't know **(page 115-123)** • Test yourself, *without first checking back*, on 'The Exam' section on the knowledge organiser **(page 125)** • Test yourself on the poetic techniques from the knowledge organiser **(page 125).** • 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 **(page 155).** 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?

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
1st May	WRITING PROSE • Recap the rules, planning and SPaG • Language techniques	• Test yourself, *without first checking back*, on 'the rules' and 'the exam' section for both narrative and descriptive writing on the Knowledge Organiser (**page 57)**. • Plan one task in under 6 minutes from any of the five papers **(pages 132 - 136)** • 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 (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. (**page 57).** • Write down your own example for each of the sentence starts (**page 57**). • Choose a task **(pages 132 - 136)** 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. (**page 57).**	XMAS CAROL OR J&H • Recap: plot, character, themes, quotes, literary techniques and context • Planning • Analysis paragraph	• Test yourself, *without first checking back*, on the key plot, characters, themes, vocabulary and context on the knowledge organiser. **(page 127 or 128).** • 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 quotes to plan an essay question – do a spidergram of ideas before you choose quotes. You will need 6-8 ideas with quotes. **(pages 157-163 for Christmas Carol)** OR **(pages 164-173 for Jekyll & Hyde).** • Look at these example paragraphs (one is a grade 5 and one is a grade 8 **(page 198).** 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.

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
8th May	READING NON-FICTION • Recap question 1, 2 & 3 and language techniques • Inference • Question 4	• Test yourself, *without first checking back*, on the 'Question 1' and 'Question 2' and 'Question 3' section on the Knowledge Organiser (**page 82)**. • Do question 1, 2 and 3 from one of these papers that you are least familiar with in timed conditions – 30 minutes total. **(pages 83-114)** • Choose any five words from these texts **(pages 60-81)** 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. **(page 82)** • Get your family to test you. • Do 1 x question 4 questions under timed conditions and hand in for marking. **(pages 83-114)**	SHAKESPEARE • Recap: plot, character, themes, quotes, literary techniques and context • Planning • Analysis paragraph	• Test yourself, *without first checking back*, on the key plot, characters, themes, vocabulary and context on the knowledge organiser. **(Page 130 or 131).** • 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 quotes to plan an essay question – do a spidergram of ideas before you choose quotes. You will need 6-8 ideas with quotes. **(Pages 174-179 for Macbeth)** OR **(pages 180-194 for Romeo & Juliet).** • Look at these example paragraphs (one is a grade 5 and one is a grade 8 (**page 196).** 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 your essay plan. • Take a look at the full papers below so you know what they look like. EITHER ASK YOUR ENGLISH TEACHER FOR NEW PAPERS OR YOUR YEAR 10 EXAM PAPERS ARE HERE: PAPER 1 - http://filestore.aqa.org.uk/resources/english/AQA-87021-SQP-V1.PDF PAPER 2 – http://filestore.aqa.org.uk/resources/english/AQA-87022-SQP.PDF

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
15th May	WRITING NON-FICTION • Recap PAT, planning and SPaG • Language techniques	• Test yourself, *without first checking back*, on the 'Purpose', 'Audience' and 'Type of Text' section on the Knowledge Organiser (**page 126).** • Plan 2 of the other questions (**page 137)** using a spider diagram with at least 6 ideas. You need to be able to plan in less than 6 minutes. • Do a few more SPaG activities either from here http://www.bbc.co.uk/education/topics/z2b2tyc**)** or just a Google search. • Write down an example for of any of the IAMAFORESTER techniques that you aren't familiar with. (**page 126).** • Write down your own example for each of the sentence starts (**page 126**). • Choose a task (**page 137)** 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. (**page 126).**	ENGLISH LITERATURE FULL PAPERS	***THIS IS YOUR LAST WEEK OF REVISION FOR LITERATURE. NEXT WEEK ARE THE ACTUAL EXAMS.*** • Do a full paper (either paper one or paper two – whichever you feel least confident about) in timed conditions so you know what they feel like. EITHER ASK YOUR ENGLISH TEACHER FOR NEW PAPERS OR YOUR YEAR 10 EXAM PAPERS ARE HERE: PAPER 1 - http://filestore.aqa.org.uk/resources/english/AQA-87021-SQP-V1.PDF PAPER 2 – http://filestore.aqa.org.uk/resources/english/AQA-87022-SQP.PDF
22rd May	ENGLISH LANGUAGE FULL PAPERS • Timing	• Make yourself a timing sheet for paper one and paper two. Use all of the knowledge organisers to do it. **(pages 126, 82, 57, 14).** 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. EITHER ASK YOUR ENGLISH TEACHER FOR NEW PAPERS OR YOUR YEAR 10 EXAM PAPERS ARE HERE: PAPER 1 - http://filestore.aqa.org.uk/resources/no_index/AQA-87001-SQP.PDF PAPER 2 – http://filestore.aqa.org.uk/resources/english/AQA-87002-SIN.PDF http://filestore.aqa.org.uk/resources/english/AQA-87002-SQP.PDF	EXAMS	***Tuesday 22nd May – 9am*** *1. Christmas Carol OR Jekyll & Hyde* *2. Macbeth OR Romeo & Juliet* ***Friday 25th May – 9am*** *1. An Inspector Calls* *2. Anthology Poetry* *3. Unseen Poetry*

Date due in **EVERY TUES.**	Topics for revision this week LANGUAGE	**Activities to do** **DO THESE!!!!!** **ENGLISH LANGUAGE**	Topics for revision this week LITERATURE	**Activities to do** **DO THESE!!!!!** **ENGLISH LITERATURE**
29th May (Need to take to English teacher on Monday after half term if you want feedback for Tues exam)	ENGLISH LANGUAGE FULL PAPERS	***THIS IS YOUR LAST WEEK OF REVISION FOR ENGLISH LANGUAGE. NEXT WEEK IS THE ACTUAL EXAMS EXAMS*** • Do a full paper (either paper one or paper two – whichever you feel least confident about) in timed conditions so you know what they feel like. EITHER ASK YOUR ENGLISH TEACHER FOR NEW PAPERS OR YOUR YEAR 10 EXAM PAPERS ARE HERE: PAPER 1 - http://filestore.aqa.org.uk/resources/no_index/AQA-87001-SQP.PDF PAPER 2 – http://filestore.aqa.org.uk/resources/english/AQA-87002-SIN.PDF http://filestore.aqa.org.uk/resources/english/AQA-87002-SQP.PDF		
5th June	EXAMS	***Tuesday 5th June – 9am*** *1. Reading Prose (Creative reading)* *2. Writing Prose (Creative writing)* ***Friday 8th June – 9am*** *1. Reading Non-Fiction* *2. Writing Non-Fiction*		