

H = Compulsory homework tasks to be submitted in lesson

GCSE English Revision Timetable: January -June 2025

Complete and submit all homework in your pink book. If you complete every piece of homework between January and June, you will revise every key topic in preparation for the exams.

Ms Arnold has emailed you links that will help you to revise, so go to her email if you are stuck. Alternatively, you can find information online to make notes from PMT, Mr Salles English, SparkNotes, Mr Bruff on YouTube, BBC Bitesize.

Topics	What to do when you revise ...
Love and Relationships Poetry Unseen Poetry	<ul style="list-style-type: none"> ● Make notes on the big ideas in each poem. ● Make notes on structure and form. ● Annotate 3 quotes from each poem that could support your comparison points about language, structure and form. ● Create an essay plan / summary for each poem and include points, evidence and analysis as well as pairings for the poems. ● Find and annotate unseen poems.
Characters for R&J, ACC, AIC	<ul style="list-style-type: none"> ● Learn your quotations: look, cover, say, check. ● Make notes on the big ideas for each character. Consider what they are meant to represent. What is their purpose? ● Make notes on context, structure and form for the text and link to the big ideas/characters. ● Annotate 3 quotes for each character. Make sure these quotes are from different parts of the text. ● Create an essay plan/flashcard summary for each character and include points, quotes and key analysis (challenge yourself by including a thesis statement in your plan).
Themes for R&J, ACC, AIC	<ul style="list-style-type: none"> ● Learn your quotations: look, cover, say, check. ● Make notes on the big ideas for each theme. Why does the writer revisit this theme? What does it tell us about context? ● Make notes on context, structure and form for the text and link to the big ideas/theme. ● Annotate 3 quotes for each theme to support your main ideas. ● Create an essay plan/flashcard summary for each theme and include points, quotes and key analysis (challenge yourself by including a thesis statement in your plan).
Language Papers 1 and 2	<ul style="list-style-type: none"> ● Learn your timings for all questions on both papers. ● Practise annotating extracts that have been emailed to you. ● Watch Mr Bruff's guidance on each question and take notes. Complete practice questions under timed conditions. ● Practise annotating a picture or planning a story for Language Paper 1 question 5. ● Practise using a PMI plan for Language Paper 2 question 5 and including they say/I say phrases and persuasive sentence stems. ● Revisit your Language Paper 1 Q3 and Q4 help sheets to know how to answer the questions. ● Practise comparing two extracts in terms of their differences and language for Language Paper 2 Q2 and Q4.

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To make your revision more meaningful, spend 5 minutes reflecting on your learning at the end of each week and set goals.

Weekly Reflection Tasks	Goals for Reflection Tasks
<p>What goals do I need to meet to improve on this week's work?</p> <p>Write down 3 top tips for future success with this week's tasks.</p>	<ul style="list-style-type: none"> ● Find and write down critical adjectives to describe the character, theme or setting. ● Explain why the writer presents the character or theme in this way. ● Extend your notes by analysing the language in your quote. ● Challenge yourself to analyse the structure or form of the text. ● Make links to big ideas e.g. social, political, historical, cultural, gender, moral etc. ● Create an essay plan with 4-6 points, quotes and a thesis statement. ● Make a 6-point plan before you complete writing tasks.
<p>How can I make my notes more useful for next week?</p>	<ul style="list-style-type: none"> ● Learn quotations. ● Make clear and accurate notes. Keep them short! ● Come to class prepared with your notes. Use these in class to improve your work. ● Compare your notes with friends or a study guide to check you have not missed anything. ● Minimise distractions – e.g. your phone, the TV, noisy siblings etc. ● Organise your notes – use summary sheets, flashcards, colour-coding etc. ● Use abbreviations and symbols to keep your notes short. ● Write clearly so that your notes make sense to you – you are making notes for yourself to use over the next few months. ● Review your notes – do not just write notes and leave them in a notebook. Read over them, make them shorter and put them on a flashcard, turn words into pictures, turn them into a song to remember, stick them up in your room etc.

Week beginning	Day	Topics	What to do when you revise ...	Rate Yourself

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WB 06/01	M	A Christmas Carol (for the characters and themes below)	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context 	
	W	The Ghost of Christmas Past, The Ghost of Christmas Present, The Ghost of Christmas Yet to Come	<ul style="list-style-type: none"> ● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context 	
	F	Isolation and The Supernatural	<p>H Mind map each theme and consider the big ideas within each one e.g. change could include regret, pity, fear, redemption etc.</p> <p>H Make notes on the following ideas:</p> <p>Isolation</p> <ul style="list-style-type: none"> ○ Dickens presents Scrooge’s selfish nature as being caused by his isolation as a child. The reader moves from antipathy towards pity for Scrooge. ○ Dickens presents the need for companionship and company for all people. ○ Dickens uses the Ghost of Christmas Yet to Come to present the consequences of a life of selfishness and isolation. <p>The Supernatural</p> <ul style="list-style-type: none"> ○ Dickens presents Supernatural as a force for good. ○ The Ghost of Christmas Past represents memory and truth. ○ The Ghost of Christmas Present symbolises the joyful nature of Christmas and the possibility of happiness open to Scrooge. ○ Dickens uses the Ghost of Christmas Yet to Come to present the lonely, ominous fate awaiting Scrooge if he does not change his selfish ways. 	

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Reflect on this week's work

- How can I make my notes more useful for next week? Write down three goals:
 - 1.
 - 2.
 - 3.

WB 13/01	M	Romeo and Juliet Quotes (for the characters below).	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	
	W	Capulets - Capulet, Lady C, Juliet and the Nurse (Notes, Themes, Context, Quotes)	<ul style="list-style-type: none"> ● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context. 	
	F	Love, Death, Poison, Time	<ul style="list-style-type: none"> ● Mind map each theme and consider the big ideas within each one e.g. time could include accelerated love, death, fate etc. H Makes notes on the following ideas: <ul style="list-style-type: none"> ○ The forcefulness of love ○ The chaos and passion of being in love combining with death, religion and family ○ Love as a cause of violence ○ The individual vs society ○ Acts of violence lead to death, which drives the plot forward ○ The barriers that obstruct love ○ Time and its links to accelerated love ○ Violence and its links to sex ○ The inevitability of Romeo and Juliet's death 	

Reflect on this week's work

- How can I make my notes more useful for next week? Write down three goals:
 - 1.
 - 2.
 - 3.

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WB 20/01	M	Language Paper 2 Q5 Writing	<ul style="list-style-type: none"> Plan an answer to the sample question on 'Climate change is fake news' Write an article in which you argue your point of view on this statement. Use PMI (positive, minus and interesting) to plan 6 bullet point reasons linked to your point of view. Include the big ideas that could link to this question e.g. political, social, poverty, identity, moral etc. Remember you must have a one sided argument and destroy the counter argument. 	
	W	Language Paper 2 Q2 and Q4	<ul style="list-style-type: none"> Watch the Mr Bruff video on how to answer Language Paper 2 Q2. Make notes on the key information for how to answer this question. Remember you must have a one sided argument and destroy the counter argument. H Use the Language Paper 2 extracts and select 4 quotes from each source and find the big ideas that connect the quotes together. H Annotate these quotes by examining the writer's methods and what is revealed about the idea in the question (remember to say a lot about a little). H Practise writing a question in 10 minutes. 	
	F	Language Paper 2 Q3	<ul style="list-style-type: none"> Watch the Mr Bruff video on how to answer Language Paper 2 Q2. Make notes on the key information for how to answer this question. Use one of the Language Paper 2 extracts and select 4 quotes to examine find the big ideas that link to the writer's purpose. Annotate these quotes by examining the writer's methods and what is revealed about the idea in the question (remember to say a lot about a little). Practise writing a question in 15 minutes. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 				
WB 27/01	M	A Christmas Carol (for the characters and themes below)	<ul style="list-style-type: none"> Learn your quotes, test yourself and test again. Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: <ul style="list-style-type: none"> AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	

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	W	Bob Cratchit, Tiny Tim and the Cratchit Family	<ul style="list-style-type: none"> ● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context. 	
	F	Family and The Christmas Spirit	<ul style="list-style-type: none"> H Mind map each theme and consider the big ideas within each one e.g. change could include regret, pity, fear, redemption etc. H Make notes on the following ideas: <ul style="list-style-type: none"> Family <ul style="list-style-type: none"> ○ Family is presented as a source of joy, comfort and strength. ○ The ghosts help Scrooge to change his attitude and understand the importance of family. ○ Dickens presents contrasting ideas about fathers through Bob Cratchit and young Scrooge's father. The Christmas Spirit <ul style="list-style-type: none"> ○ Christmas is a time for generosity and kindness. ○ Christmas is a transformative time, bringing out the best in people. ○ Dickens presents Christmas as a time for religious and secular celebration and for gathering with family and loved ones. ○ Dickens uses the Ghost of Christmas Present to symbolise the nature of Christmas. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				

Date of Week	Day	Topics	What to do when you revise ...	Rate Yourself   
WB 03/02	M	Romeo and Juliet Quotes (for the characters below).	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: <ul style="list-style-type: none"> AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	

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	W	Montague Characters - Romeo, Montague, Lady M, Mercutio, Benvolio	<ul style="list-style-type: none"> ● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context. ● Create a mind map about the Prince including quotes, points to make about him, notes on language, form, structure and context. 	
	F	Loyalty, Light and Dark	<p>H Mind map each theme and consider the big ideas within each one e.g. gender could include love, death, fate etc.</p> <p>H Makes notes on the following ideas:</p> <ul style="list-style-type: none"> ○ Masculine honour and family reputation ○ Capulet's desire for Juliet to marry Paris ○ References to the moon and its links to love ○ Juliet's desire for night in order to see Romeo ○ Their love being associated with darkness and mystery 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 10/02 Mock exam Language Paper 2 – Monday 10 February AM	M	Romeo and Juliet Quotes (for the characters below).	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	
	W	Tybalt, the Prince and the Friar	<ul style="list-style-type: none"> ● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context. <p>H Create 3 mind maps for The Prince, Friar Lawrence and for Tybalt including quotes, points to make about him, notes on language, structure, form and context.</p>	

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	F	Youth, Fate, Conflict, Gender	<ul style="list-style-type: none"> ● Mind map each theme and consider the big ideas within each one e.g. gender could include love, death, fate etc. ● Makes notes on the following ideas: ● The immaturity of the protagonists ● The behaviour of young men in the play ● Juliet's desire for marriage ● Juliet's understanding of her own immaturity ● Love as doomed ● The inevitability of their death ● The inescapable tragedy and tragic events in the play ● The courage of young characters (as well as their foolishness) ● Juliet's inner conflict (loving her enemy) ● The warring families ● Tybalt's rage towards Romeo ● The treatment of women by men (Capulet towards Juliet, Mercutio towards the Nurse) ● The Prince as model masculine behaviour/he perfect example of a man ● Romeo's effeminate nature ● Mercutio and Tybalt's anger, hedonism etc. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 17/02	M	A Christmas Carol (for the characters and themes below)	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: <ul style="list-style-type: none"> ○ AO1 – point ○ AO2 – language, structure and form and the writer's purpose ○ AO3 – context 	
	W	Fred, Fezziwig and Belle	<p>H Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</p>	

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	F	Change and Redemption	<ul style="list-style-type: none"> ● Mind map each theme and consider the big ideas within each one e.g. change could include regret, pity, fear, redemption etc. ● Make notes on the following ideas: Change and Redemption <ul style="list-style-type: none"> ○ Scrooge has to give up his miserly ways to achieve redemption. ○ Dickens initially presents Scrooge as irredeemable. ○ Scrooge is redeemed through nostalgia, pity and fear. ○ Dickens uses the Ghost of Christmas Past to show that Scrooge can be redeemed. ○ Dickens shows Scrooge choosing to change: he is not forced by the spirits. ○ Dickens uses Stave 5 to mirror the events in Stave 1, highlighting the change in Scrooge. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 24/02 Mock exam: Literature Paper 1 – Monday 24 February AM	M	Poetry anthology: When We Two Parted, Neutral Tones, Letters From Yorkshire, Winter Swans	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	
	W	Poetry anthology: When We Two Parted, Neutral Tones, Letters From Yorkshire, Winter Swans	<ul style="list-style-type: none"> ● Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc. 	
	F	Poetry themes: distance, difficult	<ul style="list-style-type: none"> ● Mind map each theme and consider the big ideas within each one e.g. nature could include love, freedom, growth, change, hope, death etc. ● Makes notes on the following ideas: <ul style="list-style-type: none"> ○ Positive natural imagery suggesting love is beautiful and natural. 	

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		relationships, nature, loss	<ul style="list-style-type: none"> ○ Negative natural imagery showing the loss of love. ○ Ideas about how feelings can last after a difficult relationship has ended. ○ Examples of longing in romantic relationships and family relationships - consider why the speaker might miss someone or want to be with them again. ○ Examples of how connection and separation can be presented. <p>H Complete an essay plan for the following question: 'Compare the presentation of distance in relationships in 'Winter Swans' and one other poem of your choice. Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context.</p>	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 03/03	M	An Inspector Calls Quotes (for the characters below).	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: <ul style="list-style-type: none"> AO1 – point AO2 – language, structure and form and the writer's purpose ○ AO3 – context 	
	W	Birling, Mrs Birling, The Inspector	<ul style="list-style-type: none"> ○ Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context. 	
	F	Gender, Guilt and Conscience, Class, Age Generation Gap	<p>H Mind map each theme and consider the big ideas within each one e.g. class could include morality, judgement, power etc.</p> <p>H Makes notes on the following ideas:</p> <ul style="list-style-type: none"> ○ Class drives the plot and shapes the characters ○ The message of the play is about social responsibility ○ The class system meant the lower classes struggled ○ The Birling think class is all that matters now ○ Priestley uses the play to reveal the unfairness of the class system ○ There is a divide between the older and younger generation ○ The younger generation are different and more progressive with the exception of Gerald 	

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			<ul style="list-style-type: none"> ○ Gerald is stubborn and shallow – a younger version of Mr Birling ○ In act one, the men and women represent their archetypes ○ The young women challenge stereotypes ○ Stereotypes help the Birling to decide who they like and dislike ○ The characters view are challenged ○ Social responsibility is the Inspector's main focus and he acts as Priestley's socialist mouthpiece ○ The play is a morality play and focuses on the seven deadly sins 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 10/03	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	
	W	Sonnet 29, Singh Song, Love's Philosophy, Porphyria's Lover	<ul style="list-style-type: none"> ● Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc. 	
	F	Desire and Longing, Nature, Fulfilment	<ul style="list-style-type: none"> ● Mind map each theme and consider the big ideas within each one e.g. nature could include love, freedom, growth, change, hope, death etc. ● Makes notes on the following ideas: <ul style="list-style-type: none"> ○ Positive natural imagery suggesting love is beautiful and natural. ○ Negative natural imagery showing the loss of love. ○ In romantic relationships, people can feel desire so strongly that they struggle to deal with it. ○ Examples of longing in romantic relationships and family relationships - consider why the speaker might miss someone or want to be with them again. 	

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			<ul style="list-style-type: none"> ○ Examples of how desire can be overwhelming. <p>H Complete an essay plan for the following question:</p> <ul style="list-style-type: none"> ○ 'Compare the presentation of fulfilment in romantic relationships in 'Sonnet 29 – I think of thee' and one other poem of your choice. Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 17/03	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: <ul style="list-style-type: none"> AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	
	W	Sonnet 29, Singh Song, Love's Philosophy, Porphyria's Lover, The Farmer's Bride	<ul style="list-style-type: none"> ● Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc. 	
	F	Desire and Longing, Possession, Nature, Fulfilment	<p>H Mind map each theme and consider the big ideas within each one e.g. nature could include love, freedom, growth, change, hope, death etc.</p> <p>H Makes notes on the following ideas:</p> <ul style="list-style-type: none"> ○ Positive natural imagery suggesting love is beautiful and natural. ○ Negative natural imagery showing the loss of love. ○ In romantic relationships, people can feel desire so strongly that they struggle to deal with it. ○ Examples of longing in romantic relationships and family relationships - consider why the speaker might miss someone or want to be with them again. 	

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			<ul style="list-style-type: none"> ○ Examples of how desire can be overwhelming. ● Complete an essay plan for the following question: 'Compare the presentation of fulfilment in romantic relationships in 'Sonnet 29 – I think of thee' and one other poem of your choice. Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 24/03	M	Poetry anthology: Mother any distance, Before You Were Mine, Follower, Walking Away, Eden Rock, Climbing My Grandfather	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer's purpose AO3 – context 	
	W	Poetry anthology: Mother any distance, Before You Were Mine, Follower, Walking Away, Eden Rock, Climbing My Grandfather	<ul style="list-style-type: none"> ● Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc. 	
	F	Poetry themes: distance, strong	<ul style="list-style-type: none"> ● Mind map each theme and consider the big ideas within each one e.g. nature could include love, freedom, growth, change, hope, death etc. 	

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		bonds, growing up, longing and desire, nature, loss	<ul style="list-style-type: none"> ● Makes notes on the following ideas: <ul style="list-style-type: none"> ○ Natural imagery to reflect the nature of love in family relationships. ○ Children can feel admiration for their parents. ○ Parent / child relationships can grow more distant as children grow older. ○ Examples of longing in family relationships - consider why the speaker might miss someone or want to be with them again. H Complete an essay plan for the following question: <ul style="list-style-type: none"> ○ 'Compare how poets present family relationships in 'Climbing My Grandfather' and one other poem from 'Love and Relationships'. ○ Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 2. 3. 				
WB 31/03	M	Unseen poetry	<ul style="list-style-type: none"> ● Make a list of poetic devices and their definitions with examples. 	
	W	Unseen poetry	<ul style="list-style-type: none"> ● Watch the updated Mr Bruff video on unseen poetry Question 1. ● Read the unseen poem. Use the methods shared in the video to help you annotate the poem. ● Write your own question for the poem. ● Make a plan for your response. The plan should include 3-4 ideas and: <ul style="list-style-type: none"> ○ AO1 – point ○ AO2 – language, structure and form and the writer's purpose 	
	F	Unseen poetry	<ul style="list-style-type: none"> H Watch the Mr Bruff video on unseen poetry Question 2. Make notes on how to succeed in this question. H Use two of the poems sent to you by your English teacher. Annotate the poems using the strategies from Mr Bruff's video. H Plan and write a response to an exam-style question on the two poems. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <ol style="list-style-type: none"> 1. 				

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<p>2. 3.</p>			
WB 07/04	M	Poetry Quotes (for the poems below)	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context
	W	Neutral Tones, Letters from Yorkshire, When We Two Parted, Winter Swans	<ul style="list-style-type: none"> ● Create a revision sheet or flashcard for each poem by making notes on language, form and structure as well as the big ideas e.g. love, possession, desire, fear etc.
	F	Loss, Independence, Strong Bonds	<p>H Mind map each theme and consider the big ideas within each one e.g. loss could include distance, death, time, love etc.</p> <p>H Makes notes on the following ideas:</p> <ul style="list-style-type: none"> ○ Love can carry on/endure beyond loss ○ The end of a relationship can be compared to death ○ Children’s love can be simple and unquestioning ○ Relationships become more complex as children grow up ○ Relationships change over time ○ Relationships can involve physical and emotional separation ○ If the relationship is strong enough, the distance can be overcome <ul style="list-style-type: none"> ● Complete an essay plan for the following question: ‘Compare the ways in which loss is presented in ‘When We Two Parted’ and one other poem of your choice. ○ Make sure you include a thesis statement/argument, 6 points, 6 quotations and keywords for language, form, structure and context.
<p>Reflect on this week’s work</p> <ul style="list-style-type: none"> ● How can I make my notes more useful for next week? Write down three goals: <p>1. 2.</p>			

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H = Compulsory homework tasks to be submitted in lesson

3.			
WB 14/04	M	Language Paper 1 Q2	<ul style="list-style-type: none"> ● Watch Mr Bruff's guidance on how to answer Q2. Make notes on the key information for how to answer this question. ● Revise your list of language devices from memory.
	W	Language Paper 1 Q3	<ul style="list-style-type: none"> ● Watch Mr Bruff's guidance on how to answer Q3. Make notes on the key information for how to answer this question. ● Revise your list of structural features from memory.
	F	Language Paper 1 Annotating a fiction extract	<p>H Use one of the Language Paper 1 extracts (emailed to you and on the school's website) to annotate using the advice below. This will help you prepare for answering Q2, Q3 and Q4.</p> <ul style="list-style-type: none"> ● To annotate structure: <ul style="list-style-type: none"> ○ Read the text and look for patterns in the structure, for example: ○ Sentence length and type – e.g. single or multi-clause sentences. ○ Paragraph lengths and structure – e.g. focus on how the paragraph opens and closes. ○ Repeated words and phrases. ○ The order of ideas in the extract – e.g. where does the narrative start? Does the focus shift? ● Annotating language devices: <ul style="list-style-type: none"> ○ Highlight any interesting language features in the text. ○ Pick out examples of literary devices that stand out because they're unusual, or because they link closely to the character, theme or setting. ○ Highlight individual words to explore closely - those with particular connotations or ones that seem to relate to the theme of the text. ● Annotating characterisation and voice: <ul style="list-style-type: none"> ○ Pick out key elements which show the development of characters. ○ Look for phrases that reveal key details about characters. For example, you might highlight an example of where a character's appearance is linked to a theme. ○ Find clues about the main voice in the piece. Is the story told in first, second or third-person? Highlight points where narrative voice is shown through the language. ○ Is the author using voice for a particular effect? Pick out examples of where they do so. ● Annotating for themes and ideas ● Highlight any words or phrases that link to the main themes or a particular semantic field e.g. death, religion, love etc.

Reflect on this week's work

- How can I make my notes more useful for next week? Write down three goals:

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H = Compulsory homework tasks to be submitted in lesson

<ol style="list-style-type: none"> 1. 2. 3. 			
WB 21/04	M	An Inspector Calls Quotes (for the characters below).	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context
	W	Eva, Eric, Gerald, Sheila	<ul style="list-style-type: none"> ● Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context. ● Create a mind map about Eric in the play including quotes, points, key context and links to themes.
	F	Power, Social Responsibility, Relationships and Society	<p>H Mind map each theme and consider the big ideas within each one e.g. class could include morality, judgement, power etc.</p> <p>H Make notes on the following ideas:</p> <ul style="list-style-type: none"> ○ There were expectations of middle class families in 1912 ○ The Birlings want society to believe they are the perfect family ○ The clear hierarchy at the beginning of the play is destroyed when the Inspector arrives ○ British society was firmly divided along class lines ○ A lot changes in society between 1912 and 1945. Priestley sets the play at the start of the 20th century to show that things had improved but to also issue a warning to audiences in post war Britain ○ The characters’ views are challenged ○ Social responsibility is the Inspector’s main focus and he acts as Priestley’s socialist mouthpiece ○ The play is a morality play and focuses on the seven deadly sins

Reflect on this week’s work

- How can I make my notes more useful for next week? Write down three goals:

- 1.
- 2.
- 3.

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WB 28/04	M	An Inspector Calls Quotes (for the characters below).	<ul style="list-style-type: none"> ● Learn your quotes, test yourself and test again. ● Use the flashcards given to you by your English teacher or make your own flashcards with the quote on one side and analysis on the other: AO1 – point AO2 – language, structure and form and the writer’s purpose AO3 – context
	W	Birling, Mrs Birling, The Inspector	<p>H Create a summary sheet or flashcard for each character by making notes on points to analyse them, their character progression, quotes (including language, form and structure) and links to context.</p>
	F	Gender, Guilt and Conscience, Class, Age Generation Gap	<ul style="list-style-type: none"> ● Mind map each theme and consider the big ideas within each one e.g. class could include morality, judgement, power etc. ● Makes notes on the following ideas: <ul style="list-style-type: none"> ○ Class drives the plot and shapes the characters ○ The message of the play is about social responsibility ○ The class system meant the lower classes struggled ○ The Birling think class is all that matters now ○ Priestley uses the play to reveal the unfairness of the class system ○ There is a divide between the older and younger generation ○ The younger generation are different and more progressive with the exception of Gerald ○ Gerald is stubborn and shallow – a younger version of Mr Birling ○ In act one, the men and women represent their archetypes ○ The young women challenge stereotypes ○ Stereotypes help the Birling to decide who they like and dislike ○ The characters’ views are challenged ○ Social responsibility if the Inspector’s main focus and he acts as Priestley’s socialist mouthpiece ○ The play is a morality play and focuses on the seven deadly sins

Reflect on this week’s work

- How can I make my notes more useful for next week? Write down three goals:
 - 1.
 - 2.
 - 3.

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H = Compulsory homework tasks to be submitted in lesson

WB 05/05	M	Romeo & Juliet and A Christmas Carol	H Revisit notes on characters, themes, writer's purpose and context. Get tested on quotes. Make brief essay plans and time yourself in 5 minutes.	
	W	Romeo & Juliet and A Christmas Carol	<ul style="list-style-type: none"> Revisit notes on characters, themes, writer's purpose and context. Get tested on quotes. Make brief essay plans and time yourself in 5 minutes. 	
	F	Romeo & Juliet and A Christmas Carol	<ul style="list-style-type: none"> Revisit your quotations for characters and themes. Get a friend or someone at home to test you. Re-watch Mr Bruff's guidance for the characters and themes which you need to focus on. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> What can I do to prepare for my exam? <ol style="list-style-type: none"> Which revision do I need to prioritise? 				
WB 12/05	M	Language Paper 1	<ul style="list-style-type: none"> Revisit your notes from your last session with your English teacher. Learn your timings for each question. 	
<p>Literature Paper 1 Monday 12 May AM – Romeo & Juliet and A Christmas Carol</p>				
	W	AIC	H Revisit notes on characters, themes, writer's purpose and context. Get tested on quotes. Make brief essay plans and time yourself in 5 minutes.	
	F	Literature Paper 2 final revision	<ul style="list-style-type: none"> Love and Relationships Poetry: Revisit notes on characters, themes, writer's purpose and context. Get tested on quotes. Make brief essay plans and time yourself in 5 minutes. AIC: Revisit your quotations for characters and themes. Get a friend or someone at home to test you. L&R poetry: Revisit your quotations for structure, language and themes. Get a friend or someone at home to test you. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> What can I do to prepare for my exam? <ol style="list-style-type: none"> Which revision do I need to prioritise? 				

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H = Compulsory homework tasks to be submitted in lesson

WB 19/05	M	Language Paper 1 Q5 Writing	<ul style="list-style-type: none"> Without looking, make a list of success criteria for this question (what you need to include to answer it successfully – timings, content, key feature etc). ‘Write a story about a time when you were in a new place.’ Please remember this should be a made up story and not about your own life (even though it says ‘you’ in the question). Create a 6 paragraph writing plan in note format. Include what you will describe in each paragraph including examples of poetic devices and varied sentence types. Remember to also include structural features such as a cyclical structure, repetition of a motif or conflict. Remember this should not be a complete story but only a section. <p>Write the opening two paragraphs of your description.</p>	
English Literature Paper 2 Tues 20 May AM - An Inspector Calls, Love & Relationships poetry and Unseen poetry				
	W	Language Paper 1 Q2 and Q3	<p>H Write yourself brief notes on how to answer these questions.</p> <p>H Revise your list of structural features off by heart.</p> <p>H Use one of the Language Paper 1 extracts (emailed to you) and practise annotating language and structural features (within 5 minutes).</p> <p>H Write an answer to Question 2 or Question 3 in 10 minutes focusing on language OR on structural features and the progression of the story. Consider the writer’s purpose and why they may have done this.</p> <ul style="list-style-type: none"> Write down all of the writer’s methods that you can remember as a mind map or list. Revise and list the writer’s methods including examples of the following: <ul style="list-style-type: none"> language features and techniques narrative perspective tone, style and register sentences and punctuation use of titles or subheadings words and phrases <p>H Use one of the Language Paper 1 extracts (emailed to) and practise annotating and writing a question in 10 minutes for LP1 Q2.</p>	
	F	Language Paper 2 Q5	<ul style="list-style-type: none"> Watch the updated and animated Mr Bruff video on Q5. 	


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			<ul style="list-style-type: none"> Plan an answer to the sample question on school uniform. Use PMI (positive, minus and interesting) to plan 6 bullet point reasons linked to your point of view. Include the big ideas that could link to this question e.g. political, social poverty, identity etc. Remember you must have a one sided argument and destroy the counter argument. 	
English Language Paper 1 Fri 23 May AM				
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> What can I do to prepare for my exam? <ol style="list-style-type: none"> Which revision do I need to prioritise? 				
WB 26/05	M	Language Paper 2 Q2 and Q4	<p>H Test yourself by writing down the timings for these questions without looking.</p> <p>H Write an explanation of the difference between what you need to write for Q2 and for Q4 (check this by re-watching Mr Bruff's videos for one final time).</p> <p>H Use one of the Language Paper 2 extracts (emailed to you) and practise annotating quotations for comparison (within 10 minutes). Remember to explore the big ideas in the text, writer's methods and writer's purpose.</p>	
	W	Language Paper 2 Q3	<ul style="list-style-type: none"> Use one of the Language Paper 2 extracts (emailed to you) and practise annotating quotations for analysis. Write your response to Q3. Remember to zoom in on words and techniques and explain the effect on meaning. 	
	F		<ul style="list-style-type: none"> Use the June 2022 Language Paper 2 (emailed to you) and write a practise response for the task. 	
<p>Reflect on this week's work</p> <ul style="list-style-type: none"> What can I do to prepare for my exam? <ol style="list-style-type: none"> Which revision do I need to prioritise? 				
WB 02/06	M	Language Paper 2	<ul style="list-style-type: none"> Watch the Mr Bruff video on Language Paper 2 Question 5. H Choose the text type which you have practised least: speech, article, letter, essay or text for a leaflet. Plan a response on the topic of young people in your local area. 	

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	W	Language Paper 2	<ul style="list-style-type: none">Revisit your notes from your last session with your English teacher. Learn your timings for each question.	
English Language Paper 2 Thu 06 June AM				
 English is finished 