

## English Literature and Language Revision Timetable: January – June 2026

Areas to revise:	Revision activities:
Power and Conflict Poetry Unseen Poetry	<ul style="list-style-type: none"> <li>- Make notes on central ideas of each poem</li> <li>- Make notes on structure and form</li> <li>- Annotate three quotations from each poem with comments on language, structure and form</li> <li>- Create an essay plan or summary for each poem, include points, evidence and analysis as well as pairings with other poems.</li> <li>- Find and annotate unseen poems</li> <li>- Use resources such as Mr Bruff to support</li> </ul>
Characters for ACC, AIC and Macbeth	<ul style="list-style-type: none"> <li>- Learn quotations: look, cover, say, check</li> <li>- Make notes on key ideas for each character. What are they meant to represent? What is their purpose?</li> <li>- Make notes on context, structure and form in relation to the characters.</li> <li>- Annotate 3 quotations for each character (from different parts of the text)</li> <li>- Create an essay plan/flashcard summary for each character – include points, evidence and analysis. Can you include a thesis statement and make links to their writer's intentions?</li> </ul>
Themes for ACC, AIC and Macbeth	<ul style="list-style-type: none"> <li>- Learn quotations: look, cover, say, check</li> <li>- Make notes on key ideas for each theme. Why does the writer revisit this theme? What does it tell us about context?</li> <li>- Make notes on context, structure and form in relation to the themes.</li> <li>- Annotate 3 quotations for each theme (from different parts of the text)</li> <li>- Create an essay plan/flashcard summary for each character – include points, evidence and analysis. Can you include a thesis statement and make links to their writer's intentions?</li> </ul>
Language Component 1 and Component 2	<ul style="list-style-type: none"> <li>- Learn timings for each question on each paper</li> <li>- Revise walk through PPTs and remind yourself what the expectations are for each question – be clear on what the examiners award marks for</li> <li>- Complete past papers to practise skills and timings</li> <li>- Write a story for a generic topic (e.g. The Journey, The Best Day of My Life, 'Write about a time you did something you thought was impossible'...) and practise for the exam. Ask your teacher if they can give you feedback on it</li> <li>- Write a review for a book, film or TV show and practise it for the exam. Ask your teacher if they can give you feedback on it</li> </ul>

You can find resources online to support your revision: PMT, Mr Salles English, Mr Bruff, SparkNotes, SophosEducation on YouTube, BBC Bitesize. Ask your teacher for more information if you need it.

To make sure your revision is successful, we also want you to spend a little time reflecting on your revision each week. Use the table below to give you some ideas of where you need to go at the end of each week and how you can make your revision more effective for the following week.

Weekly Reflection Tasks	Goals for reflection Tasks
What goals do I need to meet to improve on this week's work?  Write down three tips for future success with this week's tasks.	<ul style="list-style-type: none"><li>- Write down critical adjectives for each character, theme or setting</li><li>- Explain why the writer has presented the character/theme/setting in this way</li><li>- Extend notes by analysing the language in your quotes – focus on writer's methods</li><li>- Can you layer your evidence with another quote?</li><li>-</li></ul>
How can I make my notes more useful for next week? How can I build on the revision I have done so far?	<ul style="list-style-type: none"><li>- Look over revision notes and – once you are confident with the information – reduce them down to flashcard notes.</li><li>- Make sure your notes are clear, accurate and short enough that you can read them easily.</li><li>- Bring revision notes to your lessons and use them to support your work in class.</li><li>- Compare your notes with a friend, or even with a revision guide, to check you haven't missed anything through absences or accidentally.</li><li>- Make sure you reduce distractions – phone, TV, other people...</li><li>- Organise the notes you have completed – can you group them by topic or theme? Use summary sheets or flashcards or perhaps colour-coding to make this clear.</li><li>- Make use of abbreviations and symbols as you condense your notes over the coming weeks, so they are short and prompt you.</li><li>- Write clearly and in a way that makes sense to YOU – you are the person using these for the next few months.</li><li>- Review your notes regularly – build this into your revision schedule. Don't just make revision notes and leave them gathering dust somewhere in your room... Read over them, make them shorter, put them on a flashcard, turn them into images, turn them into a song to help you remember them, put them up around your room, get someone else to test you on them, teach them to your pet. The possibilities are endless.</li></ul>

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19 <sup>th</sup> Jan	M	A Christmas Carol – for characters and themes in W and F	<ul style="list-style-type: none"> <li>- Learn your quotations – copy them out from your exercise book if you haven't already. Test yourself. Now test again.</li> <li>- Make flashcards with the quotation on one side and your analysis on the other. Try and include WM, WI and context.</li> </ul>	
	W	Characters: Ghost of Christmas Past, Ghost of Christmas Present, Ghost of Christmas Yet To Come,	<ul style="list-style-type: none"> <li>- Make a summary sheet or flashcards for each character. Cover the following: analysis points, character progression, quotations (inc. WM, WI) and links to context</li> </ul>	
	F	Themes: isolation and the supernatural	<ul style="list-style-type: none"> <li>- Mind map the themes. Consider the big ideas and WI within each.</li> <li>- Make notes on the ideas below...</li> <li>- ISOLATION: <ul style="list-style-type: none"> <li>- Scrooge's selfish nature as a result of his isolation as a child. The reader feels pity for Scrooge</li> <li>- Dickens uses the GoCYTC to present the consequences of a life of selfishness and isolation</li> </ul> </li> <li>- SUPERNATURAL: <ul style="list-style-type: none"> <li>- the supernatural are a vehicle for change for Scrooge</li> <li>- Ghost of Christmas Past represents memory and truth</li> <li>- Ghost of Christmas Present represents the joy of Christmas and the possibility of Scrooge's happiness</li> <li>- Ghost of Christmas Yet To Come presents the ominous fate of Scrooge if he doesn't change his ways.</li> </ul> </li> <li>- Link to writer's intentions.</li> </ul>	

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**Reflect on this week's work:**

**How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):**

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Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
26 <sup>th</sup> Jan	M	Macbeth – for characters and themes in W and F	<ul style="list-style-type: none"> <li>- Learn your quotations – copy them out from your exercise book if you haven't already. Test yourself. Now test again.</li> <li>- Make flashcards with the quotation on one side and your analysis on the other. Try and include WM, WI and context.</li> </ul>	
	W	Characters: Macbeth, Lady Macbeth, Banquo	<ul style="list-style-type: none"> <li>- Make a summary sheet or flashcards for each character. Cover the following: analysis points, character progression, quotations (inc. WM, WI) and links to context</li> </ul>	
	F	Themes: kingship, ambition, guilt	<ul style="list-style-type: none"> <li>- Mind map the themes. Consider the big ideas and WI within each.</li> </ul>	

**Reflect on this week's work:**

**How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):**

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2 <sup>nd</sup> Feb	M	Christmas Carol for characters and themes in W	<ul style="list-style-type: none"> <li>- Learn your quotations – copy them out from your exercise book if you haven't already. Test yourself. Now test again. Make flashcards with the quotation on one side and your analysis on the other. Try and include WM, WI and context.</li> </ul>	
	W	Christmas Carol – characters: Scrooge, Fezziwig, Fred, The Cratchits. Themes: Redemption, poverty, generosity	<ul style="list-style-type: none"> <li>- Learn your quotations – copy them out from your exercise book if you haven't already. Test yourself. Now test again.</li> <li>- Make flashcards with the quotation on one side and your analysis on the other. Try and include WM, WI and context.</li> <li>- Mind map the themes. Consider the big ideas and WI within each.</li> </ul>	
	F	Language – Component 1, Section A	<ul style="list-style-type: none"> <li>- Go through the walk-through PPTS so you are clear on what is required of each question on the reading section</li> </ul>	
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
9 <sup>th</sup> Feb	M	Macbeth: Characters: The witches, Duncan, Macduff, Malcolm	<ul style="list-style-type: none"> <li>- Learn your quotations – copy them out from your exercise book if you haven't already. Test yourself. Now test again.</li> </ul>	

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			Make flashcards with the quotation on one side and your analysis on the other. Try and include WM, WI and context.	
	W	Macbeth themes: supernatural, appearance vs reality, good vs. evil	<ul style="list-style-type: none"> <li>- Learn your quotations – copy them out from your exercise book if you haven't already. Test yourself. Now test again.</li> <li>- Make flashcards with the quotation on one side and your analysis on the other. Try and include WM, WI and context.</li> <li>- Mind map the themes. Consider the big ideas and WI within each.</li> </ul>	
	F	Language: Component 2, Section A	<ul style="list-style-type: none"> <li>- Go through the walk-through PPTS so you are clear on what is required of each question on the reading section</li> </ul>	
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
16 <sup>th</sup> Feb – HALF TERM!	M	Language Component 1 – reading	<ul style="list-style-type: none"> <li>- Go through the walk-through PPTS so you are clear on what is required of each question on the reading section. Summarise your notes for each question.</li> <li>- Read the mark schemes carefully – what are you expected to do for each question? What are the examiners awarding marks for?</li> <li>- Create a set of cards:</li> </ul>	

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		Macbeth	<ul style="list-style-type: none"> <li>• Half with key quotations</li> <li>• Half with character names</li> </ul> <p>Shuffle and match them as fast as you can. Then extend the task:</p> <ul style="list-style-type: none"> <li>• Explain what the quotation reveals about the character</li> <li>• Link it to a theme (e.g., ambition, guilt, kingship)</li> </ul> <p><b>Example:</b> “Look like the innocent flower...” → Lady Macbeth → Appearance vs reality, manipulation, ambition</p> <p>-</p> <p>- Complete some past papers, timing yourself as you do so: <a href="https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers">https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers</a></p>	
You can probably fit in more revision this week... You might want some days where you stick to school hours... Work from 9-3 with breaks in between	W	<p>Language Component 2 – reading</p> <p>Macbeth</p>	<ul style="list-style-type: none"> <li>- Go through the walk-through PPTS so you are clear on what is required of each question on the reading section. Summarise your notes for each question.</li> <li>- Read the mark schemes carefully – what are you expected to do for each question? What are the examiners awarding marks for?</li> <li>- Complete some past papers, timing yourself as you do so: <a href="https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers">https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers</a></li> <li>- <b>‘Zoom-In’ Quote Analysis Grid</b></li> </ul> <p>Pick a quotation and fill in a grid with:</p> <ul style="list-style-type: none"> <li>• <b>Key word zoom-in</b> (choose one word and analyse its effect)</li> <li>• <b>Technique</b> (imperative, metaphor, imagery, etc.)</li> <li>• <b>**What it reveals about the character</b></li> </ul>	

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	F	Language Components 1 AND 2 – writing	<ul style="list-style-type: none"> <li>- If your teacher advised you to write a story and learn it, spend time doing that.</li> <li>- If not, look online at some past papers and do some 5 minute plans of 5 story tasks: <a href="https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers">https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers</a></li> <li>- Complete 5 minute plans of a variety of Transactional texts using past papers: <a href="https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers">https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_pastpapers</a></li> <li>- Choose an activity from the Macbeth options above and replicate for ACC.</li> </ul>	
		Christmas Carol		
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

**MOCK 2 BEGINS HERE! Paper 1 for LITERATURE, BOTH for LANGUAGE.**

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
23 <sup>rd</sup> Feb	<b>M – Lit Mock</b>	Language Component 1: Section A and B	<ul style="list-style-type: none"> <li>- Section A: look at past papers online. Remind yourself of the walk-through PPTs for Section A. Know your timings and what is expected of you.</li> </ul>	



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			<ul style="list-style-type: none"> <li>- Section B: If you have written a story for the exam, practise it. Can you tweak it to fit with a range of past paper questions? Try it now.</li> </ul>	
	<b>W – Lang Paper 1 Mock</b>	Language Component 2: Section A	<ul style="list-style-type: none"> <li>- Section A: look at past papers online. Remind yourself of the walk-through PPTs for Section A. Know your timings and what is expected of you.</li> <li>- Complete at least one past paper.</li> </ul>	
	F	Language Component 2: Section B	<ul style="list-style-type: none"> <li>- If you have written a review for a book, film or TV show already, revise it.</li> <li>- Complete quick-fire planning for a range of past paper transactional tasks. Spend 5 minutes on each. Use any planning frames your teachers have shared with you.</li> </ul>	
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
2 <sup>nd</sup> March	M	Language Component 2: Section A and B	<ul style="list-style-type: none"> <li>- Section A: look at past papers online. Remind yourself of the walk-through PPTs for Section A. Know your timings and what is expected of you.</li> <li>- If you have written a review for a book, film or TV show already, revise it.</li> <li>- Complete quick-fire planning for a range of past paper transactional tasks. Spend 5</li> </ul>	

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			minutes on each. Use any planning frames your teachers have shared with you.	
	<b>W – Lang Paper 2 Mock</b>			
	<b>F</b>			
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
9 <sup>th</sup> March				
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
16 <sup>th</sup> March				

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<p>Reflect on this week's work:</p> <p>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
23 <sup>rd</sup> March				
<p>Reflect on this week's work:</p> <p>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
30 <sup>th</sup> March – EASTER HOLIDAYS				
<p>Reflect on this week's work:</p> <p>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>				

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Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
6 <sup>th</sup> April – EASTER HOLIDAYS				

**Reflect on this week's work:**  
**How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):**

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Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
13 <sup>th</sup> April				

**Reflect on this week's work:**  
**How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):**

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Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
20 <sup>th</sup> April				

**Reflect on this week's work:**

How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
27 <sup>th</sup> April				
<div><div>Reflect on this week's work:</div><div>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</div><div><div></div><div></div><div></div></div></div>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
4 <sup>th</sup> May				
<div><div>Reflect on this week's work:</div><div>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</div><div><div></div><div></div><div></div></div></div>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
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11 <sup>th</sup> May	M	AQA English Lit: Shakespeare and 19th C novel (AM) 1 hour 45 mins		
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
<b>18<sup>th</sup> May</b> <b>TUESDAY 19<sup>th</sup> MAY – AQA English Lit: Modern Texts and Poetry</b>				
<b>THURSDAY 21<sup>st</sup> MAY – English Language Component 1 (AM)</b>				
<p><b>Reflect on this week's work:</b>  <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				

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Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
25 <sup>th</sup> May	M	Language Component 2		
	W			
	F			
<b>Reflect on this week's work:</b> <b>How can I make my work useful for next week? List three goals from the table at the start (or some of your own!):</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>				

Week beginning	Day	Topics	What to do...	Rate yourself: 😊 😐 😞
1 <sup>st</sup> June	M	Language Component 2		
	W			
	F	Eduqas English Language Component 2 (AM) 2 hours 15 mins		

ENGLISH IS FINISHED! WELL DONE!