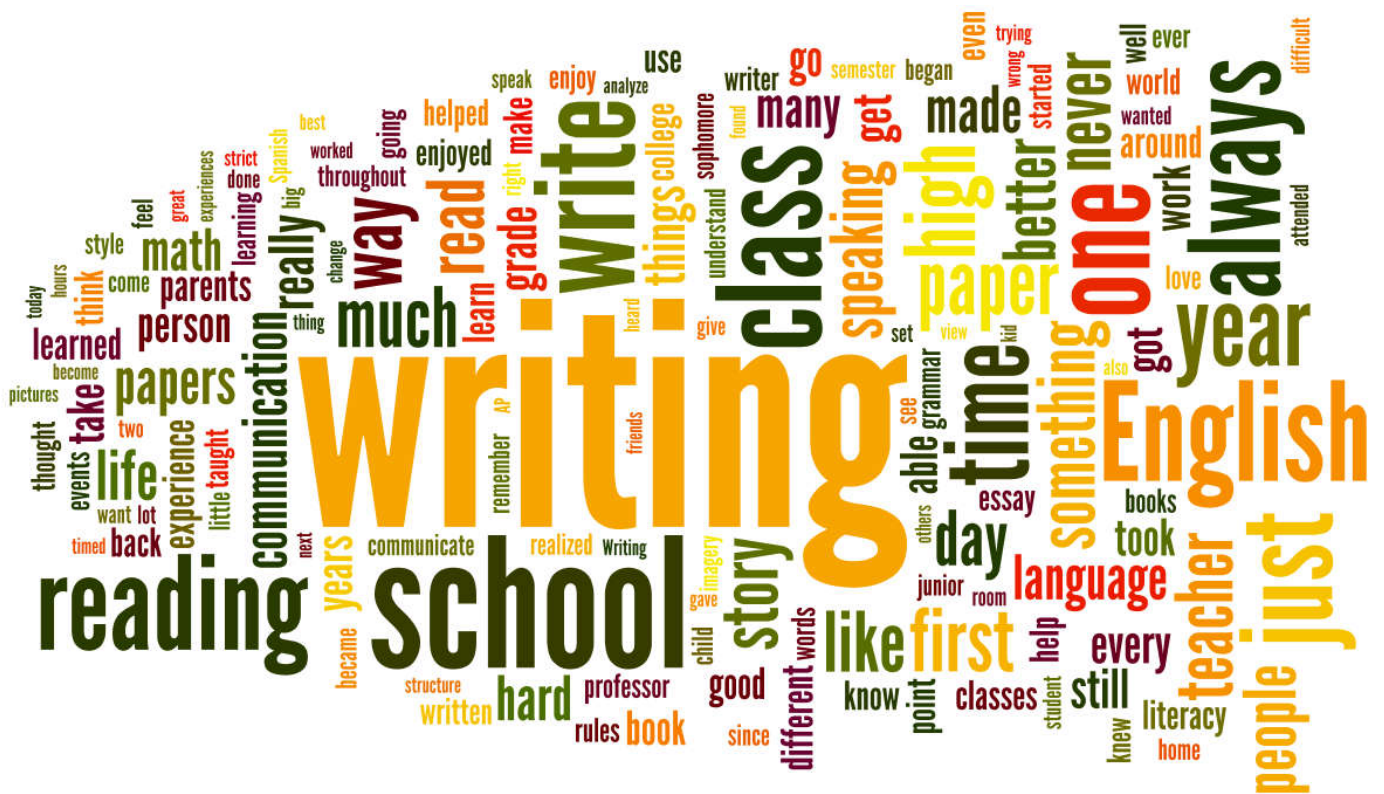


Mayfield English

Revision Checklist

GCSE English Language and Literature



English Language Revision Checklist

How to use this list

English Language is a test of *skills* not *knowledge*. RAG yourself against each of the skills below so you can prioritise your revision. **Space** out your revision and **practice** the skills you know you struggle with.

Reading – fiction (Paper 1)

Skill	Red	Amber	Green
I can read fiction texts quickly and effectively			
I can identify <i>characters</i>			
I can follow the <i>narrative</i>			
I can identify <i>themes</i>			
I can comment on the <i>beginning</i>			
I understand a <i>turning-point</i>			
I can comment on the <i>ending/resolution</i>			
I can identify the writer's <i>perspective/viewpoint</i>			
I can identify the <i>narrative voice</i>			
I can identify <i>features of language</i>			

Revision ideas:

- Choose a fiction book and read the first 2-5 pages, or the start of a chapter – time yourself (no more than 10 minutes). Then write bullet point notes about what you have read – identify the characters and key events;
- Make a list of themes – use a quotation to support your ideas;
- Consider the beginning – what is the writer doing regarding *exposition* and *characterisation*? Write a paragraph giving your answer and support it with a quotation;
- How does the text change? Is it change of *location, time, place*? Does an *event* happen? Identify the turning-point and support this with a quotation;
- Consider the ending – how does the writer *resolve* the part of the narrative you have read? Write a paragraph giving your answer and support it with a quotation;
- What is the writer's viewpoint? Can you identify it? Support your ideas with a quotation;
- What type of narrator is it? *First* or *third* person? *Omniscient*? Identify quotations to support your ideas;
- Highlight, or list, examples of SPAMROD/AFOREST you can find. Why are they used?

Key words

Define the following key terms:

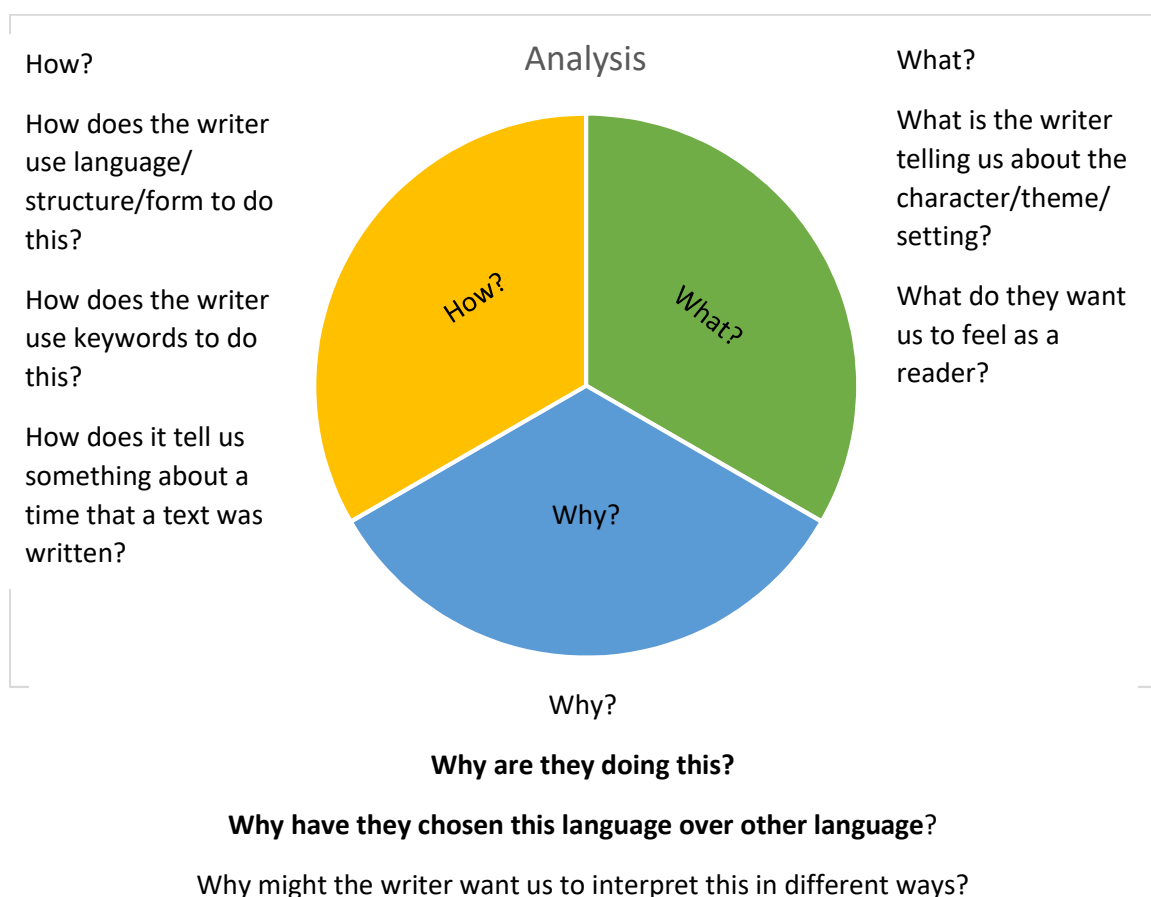
Character	
Narrative	
Theme	
Structure	
Resolution	
Narrator	
Omniscient	
Exposition	
Characterisation	
Turning-point	
Figurative	
Perspective	

Reading – analysis of language (Papers 1&2)

Skill	Red	Amber	Green
I can find useful and relevant quotations in texts			
I can <i>analyse</i> the writer’s choice of language			
I can <i>analyse</i> the writer’s choice of features			
I can <i>analyse</i> the writer’s structure			
I can identify <i>word classes</i>			
I can comment on the <i>connotations</i> of language			
I can comment on the effect on the reader			
I understand <i>empathy</i>			
I can <i>evaluate</i> the writer’s choices			
I understand the difference between a <i>word</i> and a <i>phrase</i>			
I understand the mnemonic NESTS when talking about structure			

Revision ideas:

- Identify 5 key quotations from the text – what makes them important to you?
- Read the opening of a novel/chapter or an article/opinion column from a newspaper or magazine – what uses of language stand out to you? Why?
- Choose key words and mindmap/list the *connotations* they have;
- Identify examples of *nouns, verbs, adjectives* and *adverbs* in the text;
- What is your opinion of the writer’s use of language? Was it effective? Why? What was most impressive about the language choices?
- Identify what the text is designed to make you *feel*. How does the writer create *empathy*?
- List different types of emotions the writer might want the reader to feel. Then list examples of *emotive language* that might create that emotion e.g. sad = tragedy, disaster etc.
- Write an *analytical paragraph (PEEEL)* to answer the following question: How does the writer use language to have an impact on the reader? Or: How does the writer create empathy?
- Consider the following questions about the text you have read:



Key words

Define the following key terms:

Noun	
Verb	
Adjective	
Adverb	
Determiner	
Preposition	
Pronoun	
Phrase	
Connotations	
Empathy	

Writing – creative (Paper 1) and persuasive (Paper 2)

Skill	Red	Amber	Green
I can <i>plan</i> my writing effectively			
I can write in paragraphs using <i>TiPToP</i>			
I can vary my sentence lengths and structures			
I can use discourse markers			
I understand the difference between <i>figurative</i> and <i>rhetorical</i> language			
I can use the features of SPAMROD			
I can use the features of AFOREST			
I can vary my <i>vocabulary</i>			
I can create a <i>tone</i> using my language choices			
I know the conventions of a <i>newspaper article</i>			
I know the conventions of a <i>letter</i>			
I know the conventions of a <i>speech</i>			
I know the conventions of a <i>leaflet</i>			
I know the conventions of an <i>essay</i>			
I can use basic punctuation effectively			
I can use a wide range of punctuation effectively			
I can proof-read my word for errors			

Revision ideas:

- Use Google to find a random image – write a plan using the Power of 3 about how you would describe it. Use the five senses – what you can see, hear, taste, smell and touch. Spend no more than 10 minutes planning per image.
- Look up the opening line of a novel or story and plan how you would continue the story using the Power of 3. Spend no more than 10 minutes planning.
- Write your opening paragraph of a description or story. Check to ensure you have varied your sentence lengths and structures and used features of SPAMROD.
- Look out of your window or choose an object in your room. Write a sentence using each feature of SPAMROD to describe it.
- Practice varying your sentence lengths and structures. Roll a dice 5 times use the key below to create a sentence pattern:

1	1 word
2	Simple
3	Compound (and/but/or)
4	Complex/subordinate
5	Subordinate with two (or more) drop-in clauses
6	Compound-complex (a sentence with and/but/or and a subordinate clause)

Write a paragraph to describe an image or object using this pattern or use the pattern to vary your paragraphs (above).

- Revise how to use the following punctuation:

.	Full stop	
,	Comma	
?	Question mark	
!	Exclamation mark	
""	Speech marks	
'	Apostrophe	
()	Brackets	
-	Dash	
...	Ellipsis	
:	Colon	
;	Semi-colon	

- Ensure you understand how to change paragraphs. Look at the mnemonic TiPToP:

Ti	
P	
To	
P	

- Vary your vocabulary. Choose an object and pick an adjective to describe it. Then list as many other adjectives as you can that are *synonyms* (mean the same). Try with an *adverb* to describe a verb. Use a thesaurus to help you.
- Read back a paragraph you have previously written. Choose 10-15 words to replace with a more effective *synonym* using a thesaurus (or online). Try to include a variety of word lengths (mono- and polysyllabic).
- Look up a news story on the BBC (www.bbc.co.uk/news) or the Guardian (www.guardian.co.uk) and read it. Then write your opinion on the issue trying to persuade an adult that your opinion is right using the features of AFOREST.
- Write a sentence using each feature of AFOREST to give your opinion on the following statement: *Adults don't understand teenagers, they don't care about our problems.*
- List the *conventions* (rules) for each of the following forms of writing: letter, article, speech, leaflet and essay.
- Look up the difference between *tabloid* and *broadsheet* newspaper journalism. How would you vary your writing for each? What are the main differences between them?
- List words/phrases or features that would create the following *tones*:

Mysterious	Excited	Angry	Sad	Regretful	Outraged	Relaxed	Happy	Melancholy	Tired

Try to use these in a variety of sentences or as part of features of language.

- Using one of your plans, write your answer. Spend no more than 30 minutes writing.
- Proof-read a piece of writing you have completed. Use a different coloured pen to correct mistakes or makes changes to improve e.g. vocabulary or features. Spend no more than 5 minutes checking your work.
- Instead of writing, talk! Choose an image, or a topic from a news article, and talk to someone about it. Consider the features of language (SPAMROD and AFOREST). What would you say?

For English Literature, you will study **one** play by Shakespeare.

Shakespeare – Romeo and Juliet (Literature Paper 1)

Skill	Red	Amber	Green
I know the <i>narrative</i> of the play			
I know quotations from the <i>prologue</i>			
I know quotations about <i>Romeo</i>			
I know quotations about <i>Juliet</i>			
I know quotations about <i>Mercutio</i>			
I know quotations about <i>Tybalt</i>			
I know quotations about <i>Lord Capulet</i>			
I know quotations about the <i>Nurse</i>			
I know quotations about <i>Friar Lawrence</i>			
I know quotations about the <i>Prince</i>			
I know quotations about <i>Lady Capulet</i>			
I understand the theme of <i>love</i>			
I understand the theme of <i>fate</i>			
I understand the theme of <i>feud</i>			
I understand the theme of <i>patriarchy</i>			
I understand the theme of <i>women</i>			
I understand the theme of <i>death</i>			
I can explain Shakespeare’s perspective			
I know how Elizabethan society influenced the play			

Shakespeare – Macbeth (Literature Paper 1)

Skill	Red	Amber	Green
I know the <i>narrative</i> of the play			
I know quotations about <i>Macbeth</i>			
I know quotations about <i>Lady Macbeth</i>			
I know quotations about <i>Banquo</i>			
I know quotations about <i>Macduff</i>			
I know quotations about <i>Duncan</i>			
I know quotations about the <i>Witches</i>			
I understand the theme of <i>witchcraft</i>			
I understand the theme of <i>prophecy</i>			
I understand the theme of <i>hubris</i>			
I understand the theme of <i>ambition</i>			
I understand the theme of <i>women</i>			
I understand the theme of <i>power</i>			
I can explain Shakespeare’s perspective			
I know how Jacobean society influenced the play			

Revision ideas:

- Use your retrieval skills: mindmap everything you know or can remember about one of the characters. Then, look up online or using the text and add to your mindmap (in a new colour).
- Bullet point, or list, the main points of the story (narrative). What order do events happen in?
- Use your retrieval skills and consider the context – what do you know about Shakespeare and the period he was writing in?
- Make a list of 5 quotations for each character and theme. Try to get quotations that overlap one or more areas e.g. Romeo and Juliet: “What drawn and talk of peace? I hate the word, as I hate hell, all Montagues and thee. Have at thee coward” would work for Tybalt and feud.
- Use your retrieval skills to write down a quote. Check to see how accurate you were. Write it down again.

- Look at Shakespeare’s methods – how has he used key words to create meaning? What word classes does he use? What are the connotations of his language? What features does he create?
- Watch a film version of the play.
- Use the PiXL Lit App to revise key quotations and ideas from the play.

Key words

Define the following key terms:

Drama	
Blank verse	
Prose	
Contemporary	
Modern	
Audience	
Elizabethan	
Jacobean	
Sonnet	
Couplet	

Literary Heritage Novel – *A Christmas Carol* by Charles Dickens (Literature Paper 1)

Skill	Red	Amber	Green
I know the <i>narrative</i> of the novella			
I know quotations about <i>Scrooge</i>			
I know quotations about <i>Bob Cratchit</i>			
I know quotations about <i>Tiny Tim</i>			
I know quotations about <i>Jacob Marley</i>			
I know quotations about <i>The Ghost of Christmas Past</i>			
I know quotations about <i>The Ghost of Christmas Present</i>			
I know quotations about <i>The Ghost of Christmas Yet to Come</i>			
I know quotations about <i>Scrooge's family</i> (Fan and Fred)			
I know quotations about <i>Fezziwig</i>			
I know quotations about <i>Belle</i>			
I know quotations about <i>Ignorance and Want</i>			
I understand the theme of <i>money</i>			
I understand the theme of <i>greed</i>			
I understand the theme of <i>poverty</i>			
I understand the theme of <i>charity</i>			
I understand the theme of the <i>supernatural</i>			
I understand the theme of <i>Christmas</i>			
I understand the theme of <i>death</i>			
I can explain Dickens' perspective			
I know how Victorian society influenced the novella			

Revision ideas:

- Use your retrieval skills: mindmap everything you know or can remember about one of the characters. Then, look up online or using the text and add to your mindmap (in a new colour).
- Bullet point, or list, the main points of the story (narrative). What order do events happen in?
- Use your retrieval skills and consider the context – what do you know about Dickens and the period he was writing in?
- Make a list of 5 quotations for each character and theme. Try to get quotations that overlap one or more areas e.g. “Mankind was my business!” would work for Jacob Marley, charity, Dickens' perspective, money and the supernatural.
- Use your retrieval skills to write down a quote. Check to see how accurate you were. Write it down again.
- Look at Dickens' methods – how has he used key words to create meaning? What word classes does he use? What are the connotations of his language? What features does he create?
- Watch a film version of the novella.
- Use the PiXL Lit App to revise key quotations and ideas from the novella.

Key words

Define the following key terms:

Victorian	
Poverty	
Supernatural	
Moral	
Novella	
Perspective	

For English Literature, you will study **one** piece of modern drama.

Modern Drama – An Inspector Calls by JB Priestley (Literature Paper 2)

Skill	Red	Amber	Green
I know the <i>narrative</i> of the play			
I know quotations about <i>Inspector Goole</i>			
I know quotations about <i>Sheila Birling</i>			
I know quotations about <i>Eric Birling</i>			
I know quotations about <i>Arthur Birling (Mr Birling)</i>			
I know quotations about <i>Sybil Birling (Mrs Birling)</i>			
I know quotations about <i>Gerald Croft</i>			
I know quotations about <i>Eva Smith/Daisy Renton</i>			
I know quotations from the <i>stage directions</i>			
I understand the theme of <i>money</i>			
I understand the theme of <i>capitalism</i>			
I understand the theme of <i>charity</i>			
I understand the theme of <i>social responsibility</i>			
I understand the theme of <i>age vs youth</i>			
I understand the theme of <i>class</i>			
I understand the theme of <i>gender</i>			
I understand Priestley’s perspective			
I understand how the <i>post-war</i> context would affect the play			

Revision ideas:

- Use your retrieval skills: mindmap everything you know or can remember about one of the characters. Then, look up online or using the text and add to your mindmap (in a new colour).
- Bullet point, or list, the main points of the story (narrative). What order do events happen in?
- Use your retrieval skills and consider the context – what do you know about Priestley and the period he was writing in?
- Make a list of 5 quotations for each character and theme. Try to get quotations that overlap one or more areas e.g. “There are millions and millions and millions of John Smiths and Eva Smiths still with us...” would work for Inspector Goole, charity, Priestley’s perspective, money and social responsibility.
- Use your retrieval skills to write down a quote. Check to see how accurate you were. Write it down again.
- Look at Priestley’s methods – how has he used key words to create meaning? What word classes does he use? What are the connotations of his language? What features does he create?
- Watch a film version of the play.
- Use the PiXL Lit App to revise key quotations and ideas from the play.

Key words

Define the following key terms:

Capitalist	
Socialist	
Pun	
Character in absentia	
Novella	
Perspective	

Modern Drama – Blood Brothers by Willy Russell (Literature Paper 2)

Skill	Red	Amber	Green
I know the <i>narrative</i> of the play			
I know quotations about <i>Mickey Johnstone</i>			
I know quotations about <i>Edward Lyons</i>			
I know quotations about <i>Mrs Johnstone</i>			
I know quotations about <i>Mrs Lyons</i>			
I know quotations about <i>Linda</i>			
I know quotations about <i>Sammy</i>			
I know quotations about the <i>Narrator</i>			
I know quotations from the <i>stage directions</i>			
I understand the theme of <i>money/welfare</i>			
I understand the theme of <i>superstition</i>			
I understand the theme of <i>inequality</i>			
I understand the theme of <i>social class</i>			
I understand the theme of <i>fate</i>			
I understand the theme of <i>violence</i>			
I understand the theme of <i>nature vs. nurture</i>			
I understand the theme of society in the 1980s			
I understand Russell's perspective			
I understand how the <i>post-war</i> context would affect the play			
I understand the <i>motifs</i> in the play (guns, Marilyn Monroe, dancing)			

Revision ideas:

- Use your retrieval skills: mindmap everything you know or can remember about one of the characters. Then, look up online or using the text and add to your mindmap (in a new colour).
- Bullet point, or list, the main points of the story (narrative). What order do events happen in?
- Use your retrieval skills and consider the context – what do you know about Priestley and the period he was writing in?
- Make a list of 5 quotations for each character and theme. Try to get quotations that overlap one or more areas e.g. “You know the Devil’s got your number...” would work for the Narrator, superstition, fate and social responsibility.
- Use your retrieval skills to write down a quote. Check to see how accurate you were. Write it down again.
- Look at Russell’s methods – how has he used key words to create meaning? What word classes does he use? What are the connotations of his language? What features does he create?
- Watch a Youtube version of the play.
- Listen to the songs online via Spotify or Youtube.
- Use the PiXL Lit App to revise key quotations and ideas from the play.

Key words

Define the following key terms:

Thatcherite	
Welfare	
Deprivation	
Nature	
Nurture	
Musical	

Poetry Anthology *Power and Conflict* (Literature Paper 2)

Skill	Red	Amber	Green
I have an understanding of the 15 poems in the anthology			
I understand what a wide range of the poems are about (narrative)			
I can talk about the structure of poems			
I can identify a range of themes in poems			
I know quotations from a range of poems			
I can identify the poets' perspective			
I can identify features of language in poetry			
I can identify key words and phrases in poetry			
I can analyse the poets' methods			
I can make a comment on the effect on the reader			
I know how to apply the mnemonic <i>TWIST</i>			
I can make comparisons between poems using <i>discourse markers</i>			
I understand how the poems link to the theme of <i>power and conflict</i>			

Poetry Anthology *Love and Relationships* (Literature Paper 2)

Skill	Red	Amber	Green
I have an understanding of the 15 poems in the anthology			
I understand what a wide range of the poems are about (narrative)			
I can talk about the structure of poems			
I can identify a range of themes in poems			
I know quotations from a range of poems			
I can identify the poets' perspective			
I can identify features of language in poetry			
I can identify key words and phrases in poetry			
I can analyse the poets' methods			
I can make a comment on the effect on the reader			
I know how to apply the mnemonic <i>TWIST</i>			
I can make comparisons between poems using <i>discourse markers</i>			
I understand how the poems link to the theme of <i>love and relationships</i>			

Unseen Poetry (Literature Paper 2)

Skill	Red	Amber	Green
I can talk about the structure of poems			
I can identify a range of themes in poems			
I can identify the poets' perspective			
I can identify features of language in poetry			
I can identify key words and phrases in poetry			
I can analyse the poets' methods			
I can make a comment on the effect on the reader			
I know how to apply the mnemonic <i>TWIST</i>			
I can make comparisons between poems using <i>discourse markers</i>			

Revision ideas:

- Use your retrieval skills: mindmap everything you know or can remember about one of the poems. Then, look up online or using the anthology and add to your mindmap (in a new colour).
- Bullet point, or list, the main points of the narrative/story. What order do events happen in?
- Use your retrieval skills and consider the perspective – what does the poet think?

- Use your retrieval skills to write down a quote. Check to see how accurate you were. Write it down again.
- Use look-cover-write-check to learn some key quotations.
- Look at the poets' methods – how are key words used to create meaning? What word classes are used? What are the connotations of the language? What features are created?
- Make a themes grid – which poems have similar ideas? Which ones compare/contrast well?
- List discourse markers to support comparison.
- Google a random poem or go to the [Poetry Foundation](https://www.poetryfoundation.org/) to look at the poem of the day. Use the mnemonic TWIST to analyse how the writer uses language, features and structure to create effects.
- Watch Mr Bruff on Youtube.
- Use the PiXL Lit App to revise key quotations and ideas from the poems.

Remind yourself of the mnemonic TWIST(ED):

Feature	Meaning
T	
W	
I	
S	
T	
E	
D	

Key words

Define the following key terms:

Sonnet	
Verse	
Couplet	
Rhyme	
Rhythm	
Figurative	