

Working together...  
Helping your child  
with revision

# What is Revision?

I've read all my notes and I can't remember any of it...!

It means actively looking back over your work on an ongoing basis to;

1. To remind you of things you might have forgotten
2. Make links to other learning so you have the bigger picture
3. To reinforce your learning – so it stays remembered
4. To show you what you don't know
5. Check that you have understood everything



# What do Young People say...?

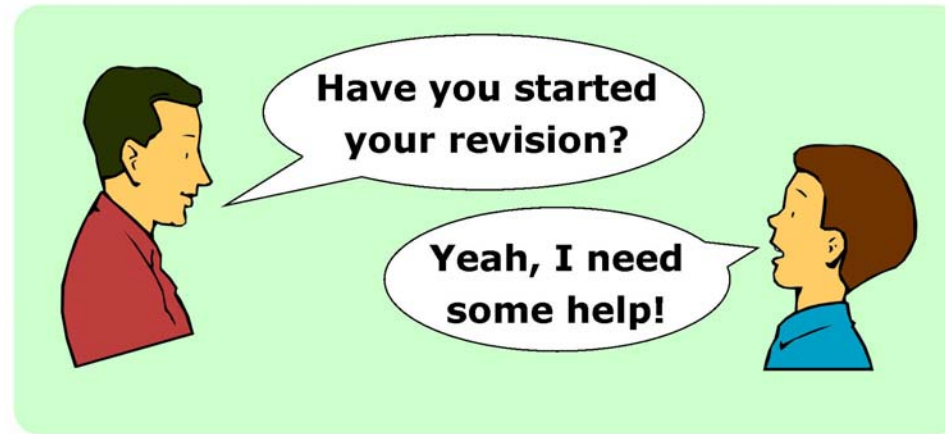


My mum buys me revision books and tests me on the questions. It's great to know whether I got the answer right or wrong.

**Alex Year 9**

My dad tests me. We have a laugh and so I remember the work.

**James Year 9**



I pretend it annoys me when Mum asks me about my work. But really I'm glad that she's bothered about me and wants me to do well.


**Katie - Year 11**

When I've got a test I try to explain the things I've to know to my mum, while she's cooking tea. She usually listens and asks me questions. It helps me understand it more.

**Tanya - Year 11**



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**Support and encourage your child to achieve**, while making sure that they do not feel under too much pressure. Help them to see how important qualifications are to their future.



## Why encourage your child to revise?

1. It can reduce panic – gives them control and confidence
2. It means exams reflect what they can do, not what they didn't bother to do – show what you know!
3. It can help them to identify problem areas.



## Where to start? When to do it?

- Help them work out how much time they have, being realistic.
- Get them to take into account their ideal time of day to work – work out when they will revise.
- Break it down to make it seem manageable. 'Revising for GCSEs' sounds like too much hard work. 'Revising key French verb endings' is do-able.



Make sure they use their planner/timetable to keep up with revision and encourage them to attend revision sessions outside school hours where offered.





## Should I help with revision?

Research and experience shows that children whose parents/carers take the opportunity to be frequently interested in their child's learning make most progress.



***“It’s what parents do [with their child],  
rather than who they are, that counts”***

***Sacker (2002)***

Revision should be used to fix the learning beyond the classroom. It can provide the opportunity for learners to reflect on their understanding and extend skills and knowledge in a particular area.



You will also get to know your child's particular strengths and difficulties and find out what they are studying. Helping your children with their work is not the same as doing it for them; discussing their work with them strengthens their understanding.



**Let them be the teacher** – if you don't know anything about what they need to know in Chemistry – ask them to teach you.





## What and how ? ! ? !

Does your child know what they need to know...

- What will actually be tested in the exam?
- On what day is the exam?
- When does the exam start and how long does it last?



*'Romeo and Juliet'* was for English Coursework, not the exam, so I can put aside my notes...



Do they have the notes and material they need?

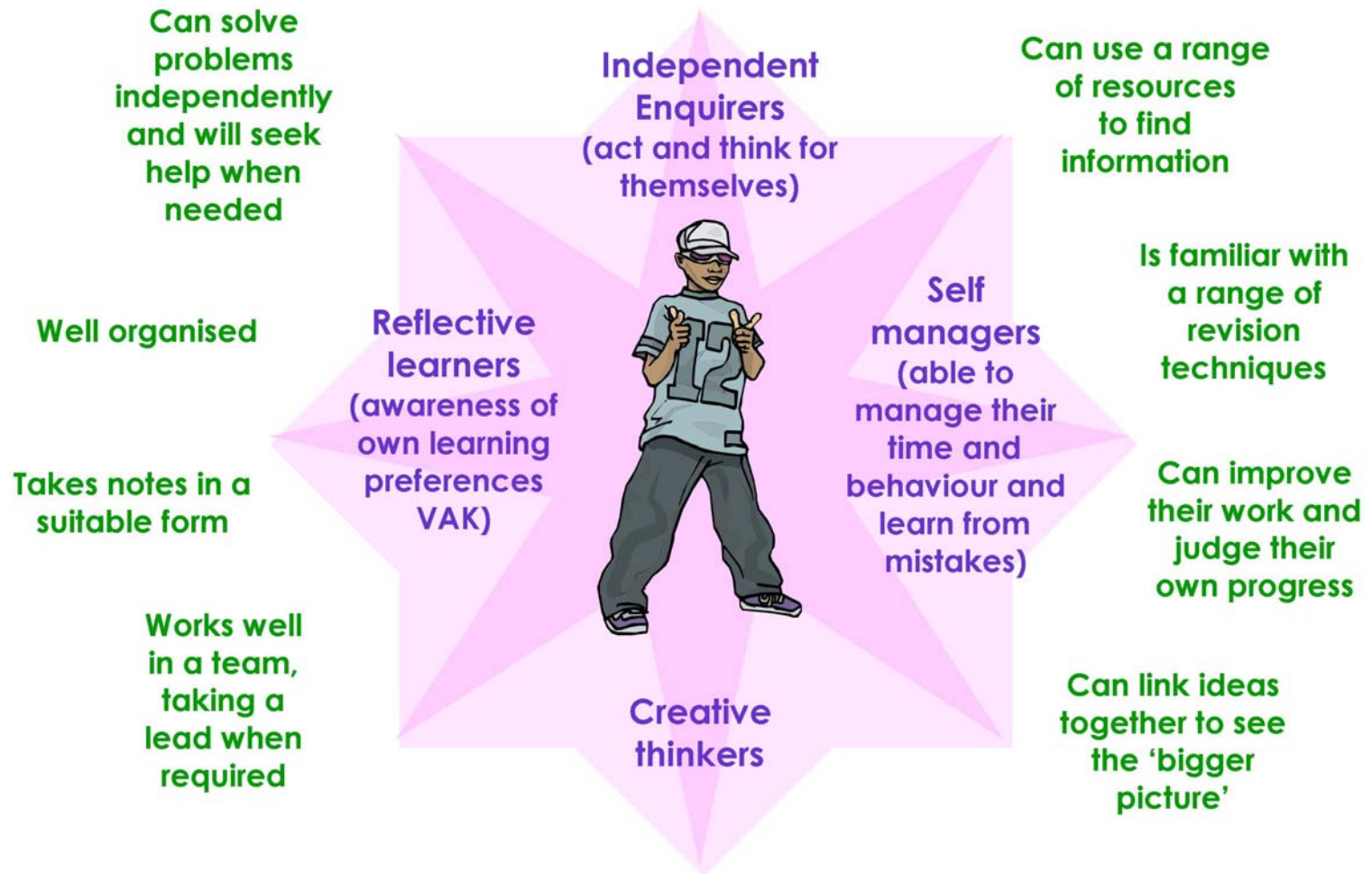
- exercise books, textbooks, folders that contain the information they need.
- Most revision guides have key information already summarised



If there are any gaps, encourage them to ask their subject teacher...



# What skills are important to revise effectively?



Parents can play a major role in helping their children develop these skills.





# How can I help with Revision?

Helping with revision will encourage your child to develop positive attitudes to learning:

- encourage them to revise by TASK rather than TIME.
- encourage them to see the 'big picture' by creating a time or 'task' - table



## A week in my life

Eat...sleep...socialise...relax...work...play

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Day time ('till 5)							
5-8							
8-11							



## An example of a long term revision timetable

Week commencing	Subjects and topics	Day to revise them	Time to revise them
	e.g. English – Short Stories	Monday	8-9pm



- Ask your child specific questions, for example, not '*What did you do in French today?*', rather, look at a page in their book and use it to ask questions e.g. '*What is* white in German?' '*How do you say...my name is?*'



## We learn:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 40% of what we see and hear
- 70% of what is discussed
- 95% of what we teach to someone else



**This means that the best method of learning is having to explain or teach a topic to someone else.**



# An example of a VAK questionnaire

We all prefer different ways to learn. Below is an example of 3 major learning types. Knowing your child's preferences may help get the most out of revision activities.

Look at the THINGS TO LEARN then decide if you would prefer CHOICE A, CHOICE B or CHOICE C as a way to learn it. Put a tick in the box to make your choice. The letter at the side tells you whether it's visual, auditory or kinaesthetic method of learning.

THINGS TO LEARN	CHOICE A		CHOICE B		CHOICE C	
Times Table	Cover over and picture it	V	Saying it aloud	A	Adding on fingers	K
Spelling a word	Write it down	K	Imagine what it looks like	V	Say each letter out loud	A
Learning a foreign word	Repeating it out loud to yourself	A	Writing it out over and over again	K	Looking at a picture next to the word	V
Learning a history fact	Watch a video	V	Listen to a person on a radio explaining what happened	A	Role play – act out what happened	K
Learning how something works	Take the object apart and try to put it back together	K	Look at a diagram or a picture on the board	V	Listen to a speaker telling you about it	A
Learning a story	Tell someone else the story	A	Draw pictures/ cartoons to tell the story	K	Imagine the story	V
Learning a new sport	Watch a demonstration	V	Repeat back instructions to the coach	A	Do it	K
Learning a new move on a trampoline	Let the coach support you through the movements so you feel how to do it	K	Look at diagrams of the move on cards (flash cards)	V	Talk through the movements with a friend	A
Learning how to use a new tool in the workshop	Listen to your friend explain how to use it	A	Teach someone else how to use it	K	Watch someone else use it	V
Learning how to make a cake	Look at the instructions on the packet	V	Listen to a tape about what to do	A	Try to make it	K
Learning to count in a foreign language	Sing the words	A	Look at card/ posters	V	Play French bingo	k
Learning how the eye works	Listen to a doctor telling you	A	Make a model	K	Look at a diagram of the eye	V

When your child is revising, encourage them to drink water, listen to music and to take regular breaks. This helps keep the body refreshed allowing the brain to process information well.





## Revision Techniques:

### 1. Learning Styles ...try blending them all

So learners' preferences can be categorised as mainly:



**Visual** – (people who learn best visually – colour, pictures, charts, diagrams) approximately 29% of people have a visual learning preference.

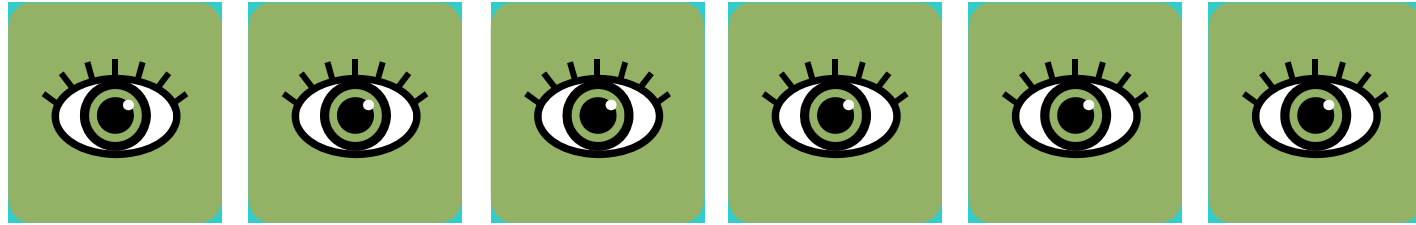


**Auditory** – (people who learn best through what they hear – discussion, tape recordings)– approximately 34% of people have an auditory learning preference.



**Kinaesthetic** - (people who learn best through 'doing' – practical activities, drama), approximately 37% of people have kinaesthetic learning preference

Support them with their coursework, ask them what they have to do and what deadlines they had to meet.



**A selection of revision techniques to cater for your child's preferred learning styles:**

### **Visual:**

- Use post its and stick on wall
- Summarise notes
- Highlight or circle important information
- Use a traffic light system to indicate progress in learning and action points
- Draw diagrams, pictures, mind maps, collage
- Keywords displayed around the room

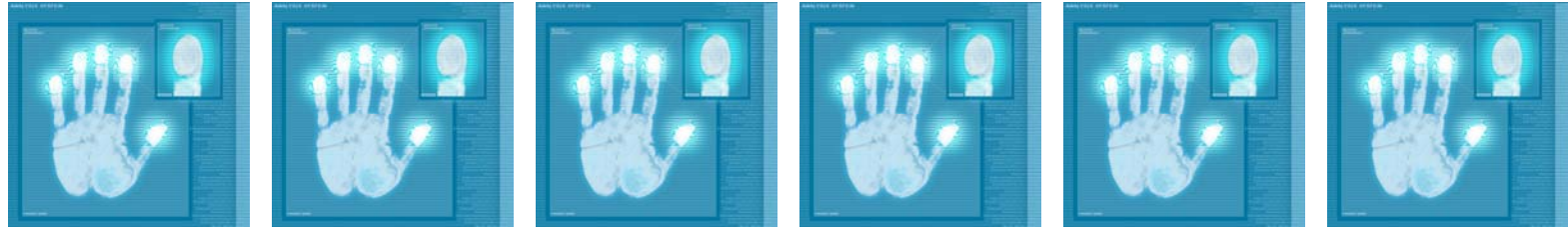
Encourage your child to use revision websites e.g. BBC Bitesize (<http://www.bbc.co.uk/schools/revision/>) and SAM Learning ([www.samlearning.co.uk](http://www.samlearning.co.uk)).



## Auditory:

- Make up mnemonics, rhymes
- Create a podcast and listen
- Test yourself or friends
- Be the teacher – teach someone else something you're revising
- Raps, rhyme, chants and verse, dramatic readings
- Music for energising, relaxing visualising and reviewing.

Talk to your child about what their subjects are about, what they have to do in them, what they feel confident/ less confident about. Talking to you about their learning will help them to think about their learning needs.



## Kinaesthetic:

- Make your own PowerPoint
- Create your own revision cards
- Act topics out!
- Play a revision game on BBC Bitesize/use SAM learning
- Design and build activities
- Gestures or movements to demonstrate a concept

**For more information and examples of how to create the above techniques please contact your school.**

Make sure that their social life/ job is not interfering with their studying. They need rest and sleep to make sure that their brains are active and open to learning.





It is important *not to see learners as fixed* to one of these learning styles. Learners need to use all of them, but we all have a *preferred style* which tends to dominate.

See the websites below to check your child's preferred learning style. Maybe have a go yourself!

[www.learningstylesonline.com/inventory/questions.asp?cookieset=y](http://www.learningstylesonline.com/inventory/questions.asp?cookieset=y)

OR

[www.chaminade.org/inspire/learnstl.htm](http://www.chaminade.org/inspire/learnstl.htm)

OR

[www.ldpride.net/learningstyles.MI.htm](http://www.ldpride.net/learningstyles.MI.htm)



# Examples of Revision Strategies

## \*TECHNIQUE:\*

### Making study cards

- Take key information from the highlighted text, make yourself a study card on that topic - You only need 20% of the words
- Use coloured pens/ highlighters/ pictures
- **MAKE IT MEMORABLE!**
- *Just MAKING that card is revision and is helping your brain to revise.*

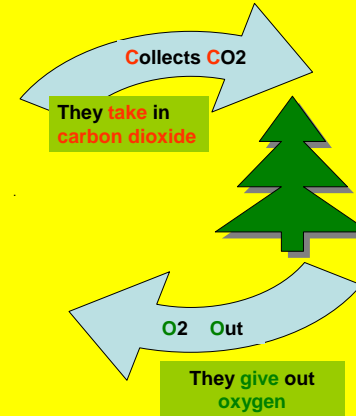
## Study card example

Key facts - plants:

Need food



and light.



Plants need:

Nitrogen  
hydrogen  
Oxygen  
Carbon



**N**ever  
**H**ide  
**O**ur  
**C**ar

## \*TECHNIQUE:\*

### Making mnemonics

Mnemonics that you probably already know:

Never Eat Shredded Wheat

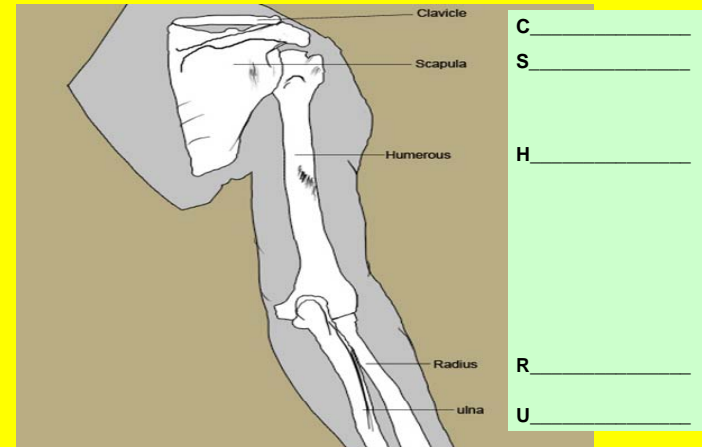
(North, East, South, West on a compass)

\*Richard Of York Gave Battle In Vain (Red, Orange, Yellow, Green, Blue, Indigo, Violet colours of the rainbow)

Why and How?!

- Mnemonics give your brain a 'hook' to hang a memory on.
- You use the first letter of each word that you need to remember to make up a memorable catchphrase
- Try to make up a mnemonic to help you remember all the bones of the arm in order

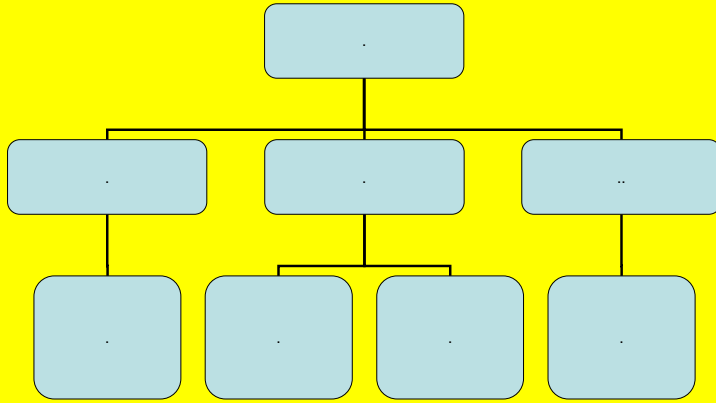
## The sections of the arm – use a mnemonic to learn them



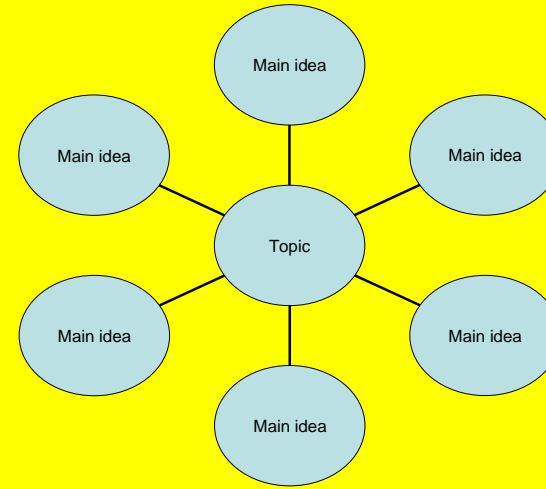
How about using 'CRUSH'?



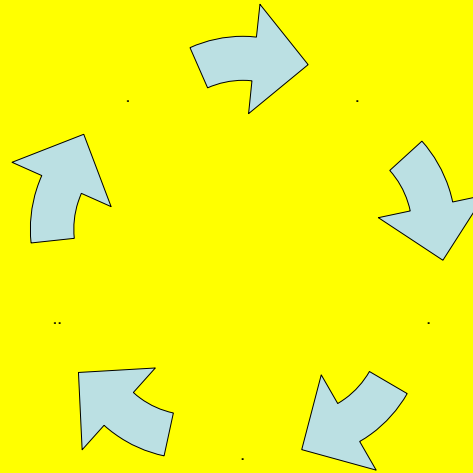
### Useful to show hierarchy



### Useful to summarise main ideas

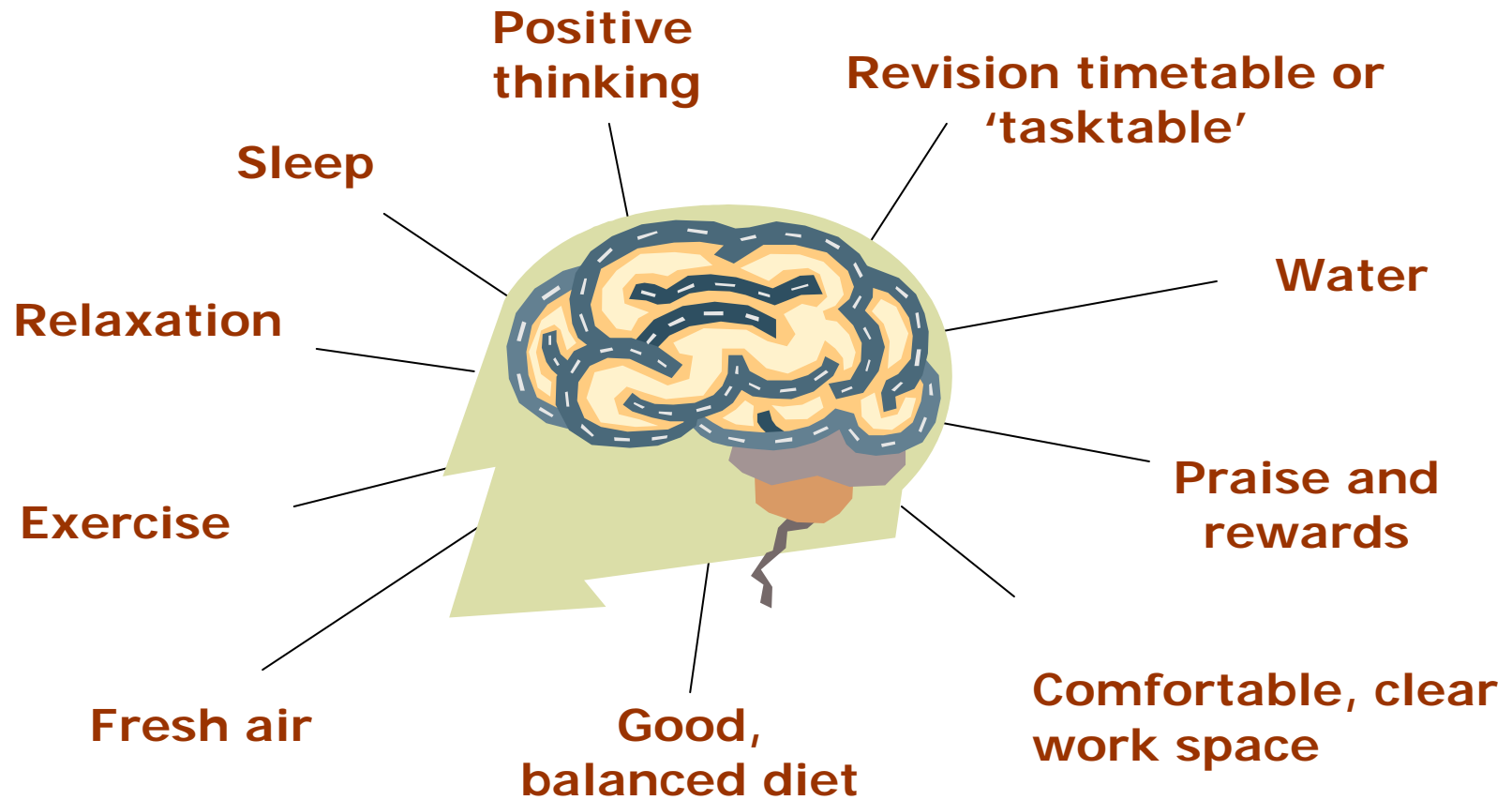


### Useful for showing processes



# Ten Top Tips

... For keeping the Amazing Brain Happy







## Help provide the right resources for your child to revise actively:

- post-it notes
- pen, ruler, paper, scissors & glue
- internet access if you have it
- dictionary
- highlighter pens
- coloured pens
- revision guides, revision CDs and podcasts.



## Help your child by asking the right questions:

- When is your exam...?
- What are you likely to be tested on...?
- What do you need to take on the day...?
- What strategies are helping you most..?
- You've been studying...What can you teach me...?
- What support do you need...?



Encourage your child to use a variety of appropriate revision methods and equipment. Discuss with them how these methods work, and help them choose the best one for their learning style



## Helping children with special educational needs

Your child might already have been identified as having a special educational need. This might be dyslexia (specific problems with reading, spelling and writing), dyspraxia (problems with motor skills, movement and organisation), ADHD, autism/ Aspergers, speech and language difficulties or something else that affects their learning.

These difficulties may affect their feelings about revision and their ability to feel confident to tackle it. Perhaps your child does not understand what to revise or is finding the work too hard or too easy. Perhaps the feedback they get is often negative or makes them feel negative.

Working together on revision is a perfect opportunity for you to assess what you think your child's strengths and weaknesses are. You can then feed back any concerns (or evidence of progress) to the school and work with the school from a position of knowing how your child is doing.

Sometimes revising might help you see an area of difficulty that you didn't realise was there. Your feedback to the school might then help identify a need which was previously not apparent.

The first person to speak to at the school might be the form teacher or the SENCO (Special Needs Co-ordinator).





## Stress Free Support

- Be positive about your child's attempts. Make an appointment with school if you are concerned about their progress.
- It's a good idea if your child has a break and something to eat before starting revision.
- Be patient! Help your child to become an independent learner. Explain how to look up information or find a word in a dictionary rather than simply giving them the answer in order to get the task finished.
- Don't let working together become a chore. Make it a special time that you can both enjoy.
- Turn off the television while revision is underway, but do let your child work to music if they find it helpful.
- Agree a place and a time for help - listening while you do another chore can work too.





- It doesn't need to be a marathon session; little and often is usually best.
- Recognise your own emotional state - if you are tense or worrying about something else, it might not be a good time to work with your child.
- Don't be afraid to STOP if it isn't going well. Try to agree what the difficulty is and when to come back together later.
- ALWAYS end with praise (they'll feel good, you'll feel good) It should be enjoyable... for both of you!

'That's a hard thing to explain. Well done.'

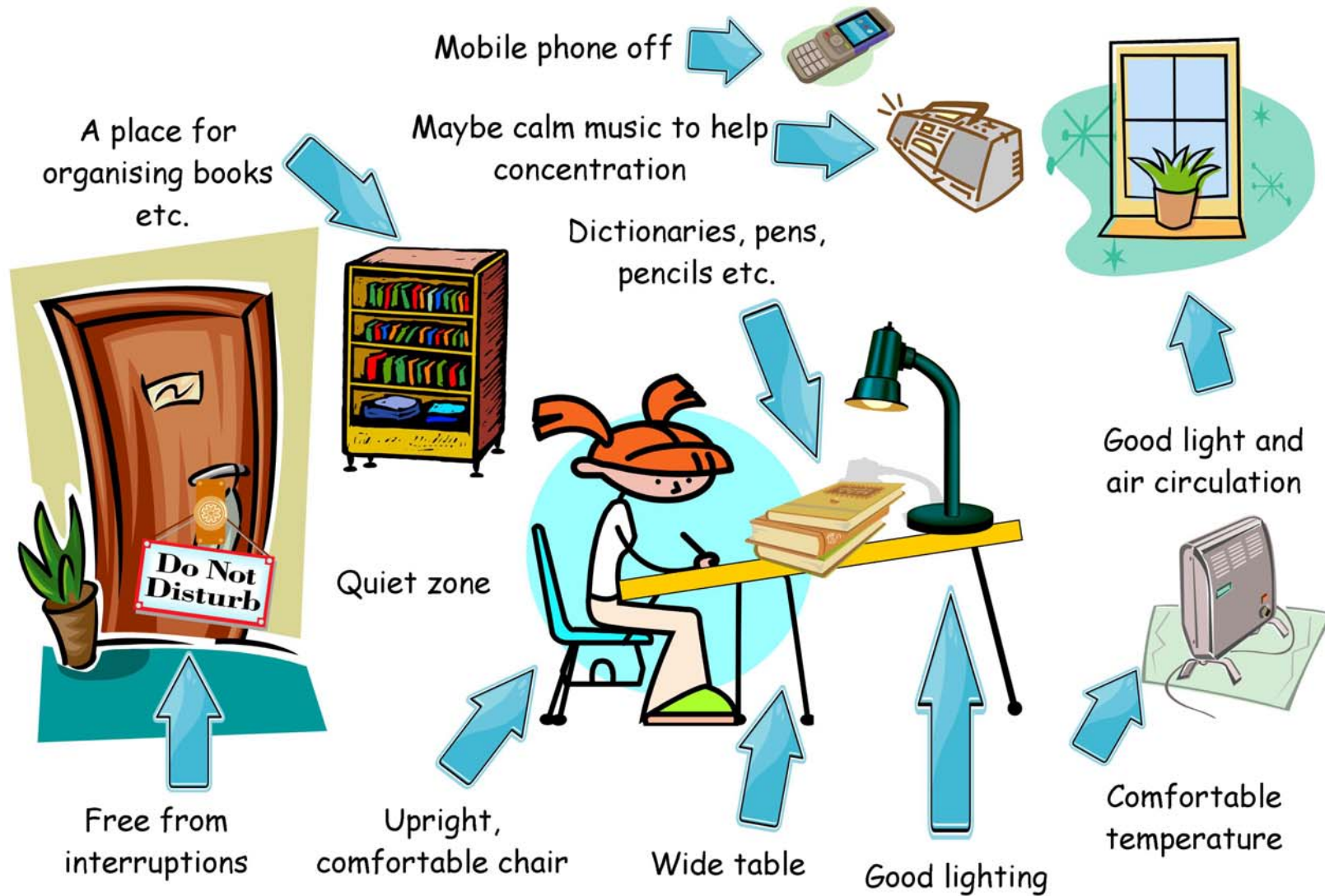
'Be proud that you didn't give up when you were stuck...'

'You're really good at ...'



# Hints for an Ideal Revision Area

providing some of these will go a long way to helping your child...





## Useful Websites:

[www.bbc.co.uk/schools/parents](http://www.bbc.co.uk/schools/parents)

- advice on helping your child



<http://www.bbc.co.uk/schools/games/>

- interactive games and quizzes for children



[www.topmarks.co.uk](http://www.topmarks.co.uk)

- a gateway to revision sites for every subject

[http://revisioncentre.co.uk/parents/helping\\_with\\_school\\_work.html](http://revisioncentre.co.uk/parents/helping_with_school_work.html)

- lots of advice about revision



[www.support4learning.org.uk](http://www.support4learning.org.uk)

- advice for parents about education



[www.teachers.tv](http://www.teachers.tv)

- you can watch videos aimed at teachers and pupils online – there are revision programmes/ literacy and numeracy programmes on each week.

