



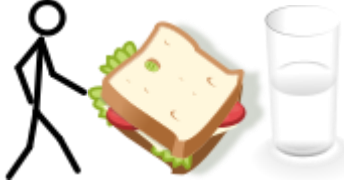







Parents

How you can help your child with revision

<p>Where</p> 	<p>Is there somewhere for your child to revise where they will be able to concentrate?</p> <p>Perhaps somewhere they can leave their work and don't have to clear away when they finish a revision session.</p> <p>Is it well lit?</p>
<p>Environment</p> 	<p>Do they need complete silence or quiet background noise to help them concentrate?</p> <p>If they choose to listen to music, think about the type of music they are playing.</p> <p>Working with friends can sometimes be helpful but not always.</p>
<p>Time</p> 	<p>Encourage shorter sessions with regular breaks rather than a whole morning or afternoon.</p> <p>What will work for them? For example, 20 minutes with a 5 minute break or 45 minutes before taking a 15 minute break to recharge.</p> <p>It is better to revise in the morning. Try to avoid working right up to bedtime.</p> <p>They need to review their notes regularly – after 1 hour, then 1 day, then 1 week.</p>
<p>Plan</p> 	<p>Help your child to create a revision timetable.</p> <p>Include leisure time.</p> <p>Put up a copy somewhere prominent eg on the fridge.</p>
<p>Exercise and eating</p> 	<p>Encourage them to take regular exercise.</p> <p>They could go for a short walk and then come back to revision or revise while walking.</p> <p>Ensure they are eating regularly and healthily and drinking lots of water.</p>
<p>Moral support</p> 	<p>Give praise and encouragement. Try not to constantly mention exams even if you are anxious. Be calm for your child</p> <p>Be available to help when they ask or if you cannot at that moment, say when you will be able to spend some time with them.</p> <p>Understand they may study in a very different way from you. Make suggestions but do not expect a method that worked for you to work for them.</p> <p>Build in small rewards for effort.</p>

<p>Encourage them to use the school's resources</p> 	<p>Schools provide a lot of support with revision. Make sure you are aware of everything available eg past exam papers, revision guides, additional sessions for different subjects.</p> <p>Make time to sit down with your child, look at the information together and discuss how they might make the best use of it.</p>
<p>Are there alternative versions of resources?</p>	<p>Find out if there are audio versions of the texts being studied in English.</p> <p>Take a look at Listening Books who provide audio books linked to the curriculum including study guides and CGP revision guides https://www.listening-books.org.uk/education/supporting-the-curriculum</p>
<p>Revision Strategies</p>   	<p>Make sure they have the stationery they need – coloured pens, highlighters, post-it notes in different colours, larger pieces of paper for creating posters, blu-tac.</p> <p>Whenever they read make sure they make some sort of notes so the information is reduced. This could be bullet points, a mind map, post-its, flash cards, labelled diagram, spoken notes recorded into their phone or tablet.</p> <p>The notes can be put up on a bedroom wall for example or they could take a photo of some revision notes or a diagram and have it as a screensaver on their phone or tablet. If they've recorded the notes, they can listen to them while out walking.</p> <p>Making different associations will help them to remember. For example, place important words or facts in different places around the house or walk while listening to their revision notes – they may associate certain facts with different places on their walk.</p> <p>Ask them to teach you the topic.</p> <p>Play games like the train game.</p> <p>Are they eligible for a reader, a scribe or extra time in exams? If they struggle with reading or are slow at reading, read some of the information for them and they can then make notes or you could record more complex information onto their phone so they can listen to it several times before reducing it. Encourage them to use pictures, diagrams and symbols as much as possible to help them remember the words.</p> <p>If they struggle with writing, ask them to dictate to you. It will be good practice for the exam – they need to tell you when to use full stops. Alternatively, they could dictate their ideas onto an iPad or similar and see them created as text.</p>

Active Revision

This can help pupils who have short-term memory difficulties associated with dyslexia:

- Read the work – this is the **visual** channel.
- Read it aloud onto tape (someone else may need to do this) so it can be played back (**auditory**).
- Reduce it – this requires **thinking** skills.
- Highlight the key words and note the associated ideas – try Mindmapping® or drawing a diagram (**visual and kinaesthetic**).
- Invent mnemonics, rhymes, acronyms or word associations – use coloured pens or arrows to link ideas (**multi-sensory**).
- List key facts and number them (**multi-sensory**).
- Write it – this is the **kinaesthetic** channel. Writing down the main points helps commit them to memory. If a week later the notes are not sufficient to enable the pupil to remember all the facts then they need to go back to the text.
- When good enough, notes can be transferred to large sheets of paper and hung on bedroom walls (**visual**).
- Say it – this is the **auditory** channel - reading notes aloud helps to reinforce memory.
- Check it – again, this is using the **thinking** channel.
- Teach someone else (**thinking**).
- Practise exam techniques, for example accurate reading of questions and planning answers (**thinking**).