
Study Skills for Success

Building Effective Study Habits

Mr. T Mc Kenna HOKS 4

Overview:



Why study?



Motivation: 5th May MVS & LGC - 7th May English Yr 11.

- Why do we need to study?
 - To improve academic performance.
 - To develop problem-solving and critical thinking skills.
 - To build a strong foundation for future goals (college, career).

Career Progression

- 5+ A*-C Inc English and Maths
 - Keeping options open for next year.
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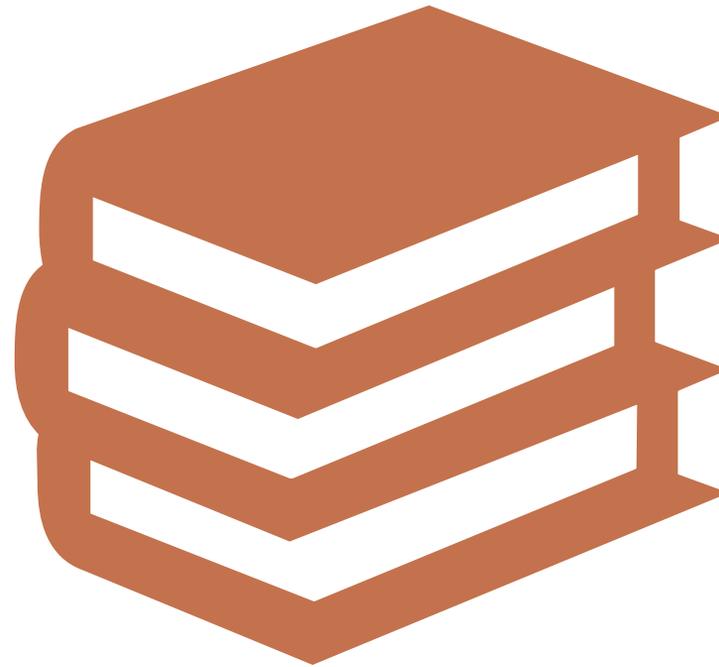
External exams

- Important assessments.
- Final opportunity for Yr 12s
- Important to maximise achievement for Yr 11s.

5th May MVS am

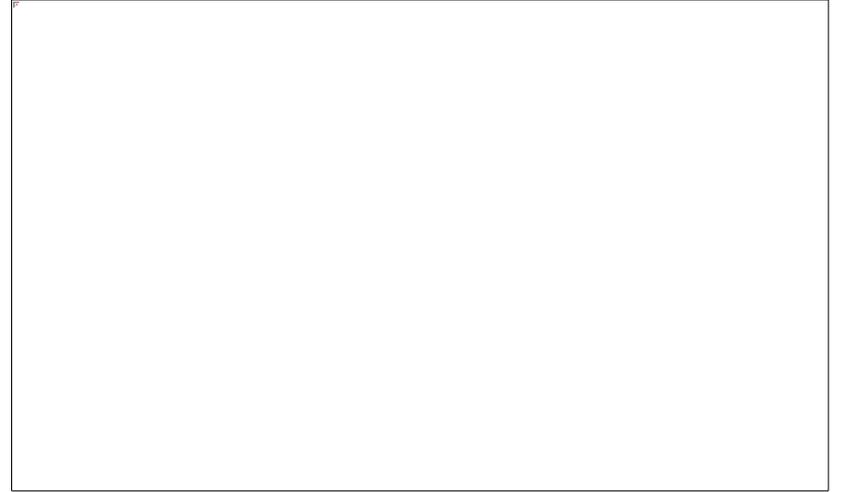
5th May LGC pm

7th May English U1



Where to Study?

- **Creating the Right Environment (parental input):**
 - Quiet, organised, and free from distractions (TV, phone, etc.).
 - Comfortable chair and well-lit area.
 - Personalise your space with motivational quotes or tools (like planners).
- **Consistency:**
 - Studying in the same place can help create a mental association for focus and productivity.
- **Options:**
 - Home study desk – managed environment.



When to Study?

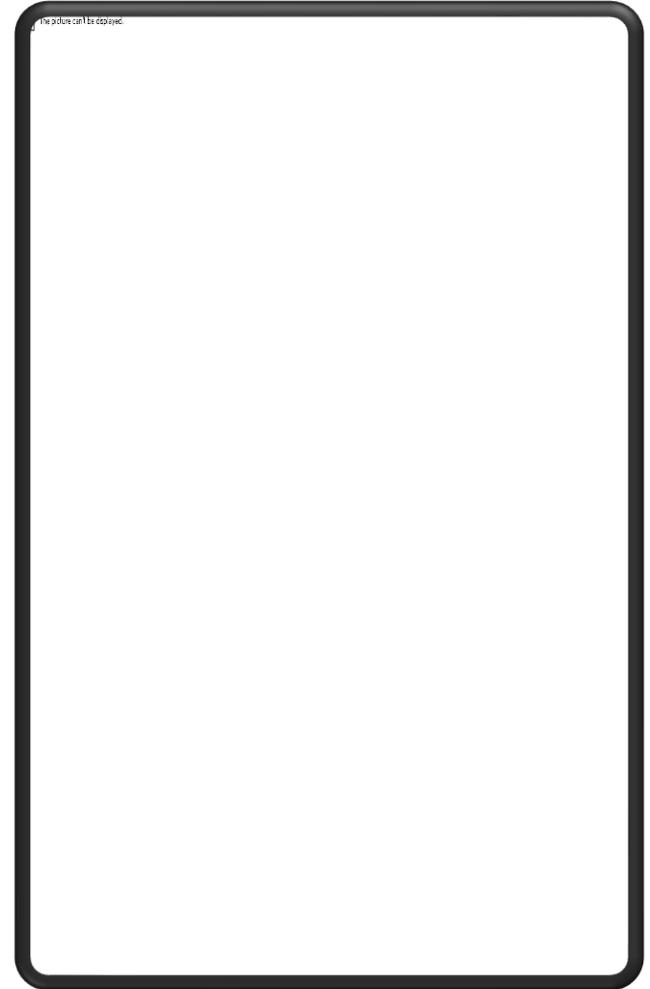
Revision planning timetable 2026-1

| Week | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------------------------|--------|---------|-----------|----------|--------|----------|--------|
| 2 nd March | | | | | | | |
| 9 th March | | | | | | | |
| 16 th March | | | | | | | |
| 23 rd March | | | | | | | |
| 30 th March | | | | | | | |
| 6 th April | | | | | | | |
| 13 th April | | | | | | | |

- **Find Your Optimal Time:**
 - Are you a morning person or a night owl?
 - Study during your most alert hours to retain more information.
- **Pomodoro Technique:**
 - 25 minutes of focused study, followed by a 5-minute break.
 - After four sessions, take a longer break (15-30 minutes).
- **Avoid Cramming:**
 - Spread study sessions over time (spaced repetition) for better retention.
 - **Create an agreed plan**
 - Study regularly rather than waiting for the last minute.

What to Study?

- What to Study?
- **Prioritise Subjects:**
 - Focus on difficult or challenging subjects first.
 - Break complex subjects into smaller, manageable pieces.
- **Active Learning Techniques – parental input:**
 - Summarise what you've learned in your own words.
 - Teach others—explaining topics to someone else reinforces your knowledge.
 - Use flashcards, diagrams, and mind maps to visualise information.
- **Set Specific Goals:**
 - Use SMART goals: Specific, Measurable, Achievable, Relevant, Time-bound.
 - Example: "Finish Chapter 3 and do five practice problems by 6 PM."



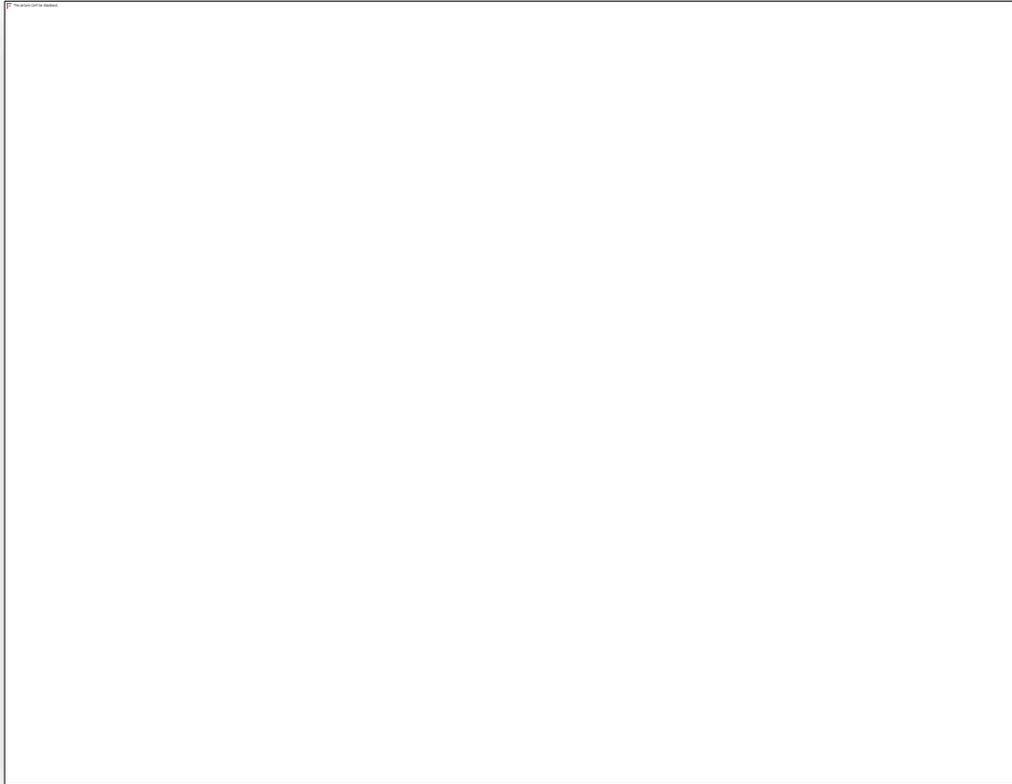
GCSE ENGLISH REVISION GUIDE UNIT 1 Year 11 and Year 12 resit
Writing for Purpose and Audience AND Reading to Access Non-Fiction and Media Texts

| <p align="center">Suggested topics for revision</p> <p>Name ----- Class -----</p> | <p align="center">Week Beginning</p> | <p align="center">Completed Signed by parent</p> |
|---|--|---|
| <p><u>Section A- Task 1- Writing for purpose and audience:</u></p> <ul style="list-style-type: none"> • Revise timing of overall section (55 mins) • Ensure understanding of Task 1 (87 marks) • Revise REFRESHED LISA • Revise 'Checklist for Section A-Task 1: Writing for Audience and Purpose' • Revise punctuation [30/87 marks allocated to SPaG] • Revise paragraphing (TiPToP rule) | <p align="center">Week 1 9th March</p> | |
| <p><u>Section B- Task 2- Reading non-fiction texts:</u></p> <ul style="list-style-type: none"> • Revise the time allocated to this task (15 mins) • Ensure understanding of Task 2 (21 marks) • Annotate text in terms of language used to engage and sustain the reader's interest (REFRESHED LISA) • Look over sample points in books • Write language points- aim for 3/4 (PEAE) | <p align="center">Week 2 16th March</p> | |
| <p><u>Section B- Task 3- Reading non-fiction texts:</u></p> <ul style="list-style-type: none"> • Revise the time allocated to this task (10 mins) • Ensure understanding of Task 3 (12 marks) • Look over sample points in books, paying particular attention to structure (Each reason given must have | <p align="center">Week 3 23rd March</p> | |

How to study?



Who – Role of the Parent



Support

- Support, Not Control:
 - Encourage independence but offer support when needed.
- Help them create a study schedule but let them manage it.

Be

- Be a Motivator:
 - Celebrate achievements (big and small).
 - Avoid using pressure or creating anxiety—promote a growth mindset.

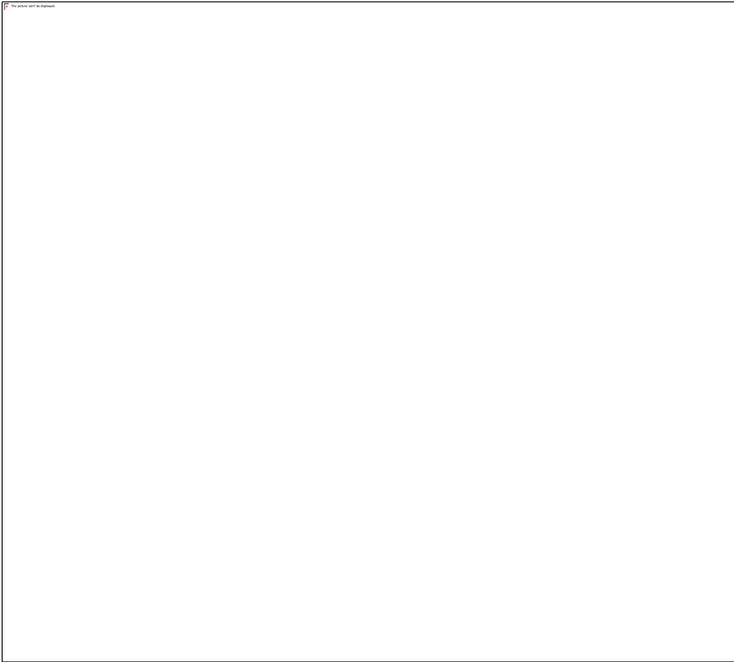
Provide

- Provide Resources:
 - Ensure access to necessary tools (study materials, quiet space).
 - Offer help with time management and organisation but allow them to take responsibility.

Monitor

- Monitor Well-Being:
 - Balance study time with relaxation and physical activity.
 - Pay attention to signs of stress or burnout.
 - Reward.

Conclusion: Key Takeaways



- Studying is not just about working harder, but working smarter.
 - Create the right environment for pupils and stick to a routine.
 - **Parents** play an important role by providing support and motivation without micromanaging.
 - Consistency, prioritisation, and active learning are keys to success
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- Q&A
 - Open to the floor for questions
 - Available at PTM.

